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ABSTRACT

Designed to meet individual needs and learning levels of high school and postsecondary students enrolled in vocational training for occupations in clothing services and production sewing, this competency-based curriculum teaches skills in alterations, dressmaking, and power sewing machine operations. Skills are organized into 13 units: Awareness of clothing service occupations, hand sewing skills, knowledge of sewing equipment, skill in using a domestic sewing machine, skill in making and finishing seams, skill in applying zippers, dressmaking skills, skill in working with knit fabrics, basic skill in using the power sewing machine, additional skills in using power sewing machines, knowledge of sewing lingerie fabrics, skill in making and fitting pants, and skill in altering ready-made garments. Each of the 13 units contains a teacher certification sheet, list of competencies to be developed and the specific learning objectives, references, materials list, learning activities, and evaluation instructions for each competency listed. A publisher's list and list of project ideas are included in the appendix. (BM)

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COMPETENCY-BASED CURRICULUM FOR CLOTHING SERVICES AND PRODUCTION SEWING

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Educational Center

for

Bureau of Vocational, Technical, and Adult Education
State Department of Education
West Virginia

CE 011 911

PREFACE

It is with the greatest pleasure that we bring you another West Virginia competency-based education (CBE) curriculum. This Occupational Clothing curriculum was developed in Preston County, West Virginia and field-tested with students from Preston, Mineral, Roane and Jackson counties. The effort was coordinated by staff of the Bureau of Vocational, Technical and Adult Education.

The Bureau of Vocational, Technical, and Adult Education, State Department of Education, began advocating CBE curriculum in 1974. Since that time we have produced state CBE curricula in a number of additional occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or field-tested.

This Occupational Clothing curriculum was disseminated to West Virginia Occupational Clothing teachers at the Annual Vocational Education Conference in August of 1977 at West Virginia University. Additional copies of this curriculum are available at our State Vocational Curriculum Laboratory.

I trust this curriculum will help your program. Any suggestions you may have for improving this curriculum may be sent to the curriculum lab. Through this and other feedback we plan to continually update our curriculum.

Clarence Burdette
Assistant State Superintendent of Schools
Bureau of Vocational, Technical,
and Adult Education

ACKNOWLEDGEMENTS

Acknowledgment is given to the two women who participated in the field-testing of this curriculum and for their ideas and contributions.

Mrs. Ester Parsons, Instructor at Calhoun-Gilmer Career Center

Mrs. Pat Scott, Instructor at Arch A. Moore Jr., Vocational-Technical Center, Roane-Jackson Counties

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Mr. George Lipscomb, Vocational Director, Preston County Schools

Mr. Rodney Parker, Business and Office student at Preston County Educational Center, typist

A special thank you is given to my husband, Ken for his support and encouragement throughout this project.

Finally, appreciation is expressed to the Administration and Staff of Preston County Schools and to the students and faculty of Preston County Educational Center, Kingwood, W. Va.,

To the Teacher:

The following competency-based educational materials are designed to meet individual needs and learning levels of high school and post-secondary students enrolled in a vocational training course. These units (or task areas as they are being called) offer a background for any student desiring the skills of an alterationist, dressmaker, or a power sewing machine operator.

This curriculum cannot succeed without teacher-pupil interaction. A teacher cannot simply hand the student a copy of the CBE curriculum and expect the student to learn. It just doesn't work that way. Certain responsibilities have been delegated to both the teacher and the student. Teacher responsibilities include:

1) Providing guidance and assisting students.
2) Preparing demonstrations and displays of specific skills.
3) Having materials on hand for students.
4) Evaluating student's work and projects as quickly as possible.

Finally, the task areas do not necessarily have to follow the given sequence. Because teaching situations differ, the intent of this project is that it be flexible to adapt to many classroom situations. Factors such as time, facilities, equipment, resources, and experience of the teacher will determine the program offered.

It is my hope that this curriculum project will not end here; that each teacher using these materials will share ideas and results with other teachers across the state; and that this curriculum will continue to be improved.

Charlotte Blake

June 1976

To the Student:

This is a training course for the student who wants to learn to sew well enough to become an alterationist, dressmaker, or a specialized sewing machine operator. It offers you an opportunity to develop such skills as monogramming initials, embroidering designs on clothing and accessory items, operating high speed sewing equipment in assembling garments, and dressmaking for customers.

One does not become a professional dressmaker overnight, but one must be prepared to practice, rip out mistakes, and keep trying until the stitching is right. Just because you feel you were born with two left hands does not mean that you can't learn to sew. After all, you didn't learn to walk in one day. Your teacher understands this and knows that learning to perfect a skill takes time. That is the reason this curriculum was developed; it allows you to learn at your own rate.

In this competency-based curriculum, you will show your instructor, employer, and yourself that you can do skills by meeting performance levels stated in the learning objectives. Your instructor will not be standing behind you every moment and doesn't need to. As you work through the job sheets, you must assume responsibilities. They include:

1) Using your time efficiently to complete assignments and tests.

2) Making decisions about what references you will use.

3) Taking care of sewing equipment.

4) Having all materials on hand ready for work.

Good Luck!

CBE Terms to Know

In order for you to use the CBE learning materials, you will need to understand each term listed below. See if you can find each of the terms throughout this curriculum manual.

1. Curriculum -- a series of subjects or areas of study offered to the students.
2. Competency-based education -- a method of learning which offers a variety of activities and resources that allow the student to be self paced.
3. Task Areas -- areas of study or units of study.
4. Competencies -- specific behaviors or skills the learner is to perform.
5. Learning Objectives -- a statement of behavior that includes the conditions under which the behavior is to be performed and the criterion by which the behavior is to be measured.
6. References -- varied information sources from which a student may choose.
7. Evaluation -- an explanation of how the student will be graded.
8. Teacher Certification Sheets -- a progress sheet that allows both the teacher and student to see what has been accomplished.
9. Job Sheets -- assignment sheets; daily lesson sheets.
10. Pre-Tests -- tests that measure the student's behavior before working through the learning activities.
11. Post-Tests -- tests that measure the student's behavior after completing the learning activities.

Competency-Based Curriculum for Clothing Services and Production Sewing

TABLE OF CONTENTS

1.0 Develops an awareness of clothing service occupations.

- 1.1 Examines competencies for the Clothing Service and Production Sewing program.
- 1.2 Identifies different occupational fields in the fashion industry.
- 1.3 Examines types of jobs available to the clothing service worker.
- 1.4 Analyzes personal skills and capabilities.
- 1.5 Recognizes the importance of personal attitudes, behavior, and appearance on the job.
- 1.6 Demonstrates an awareness of procedures in applying for a job.

2.0 Develops hand sewing skills.

- 2.1 Demonstrates knowledge of how to select needles and thread for application.
- 2.2 Identifies basic hand stitches.
- 2.3 Practices accepted techniques when using basic hand stitches.
- 2.4 Demonstrates knowledge of where to use various types of hand stitches in the construction of garments and other items.
- 2.5 Practices accepted methods and procedures for sewing on buttons, hooks and eyes, and snap fasteners.
- 2.6 Evaluates hand work as to neatness and accuracy and assumes responsibility to make corrections where hand work is inaccurate.

3.0 Displays a knowledge of sewing equipment.

- 3.1 Recognizes different sewing machine types in the sewing room.
- 3.2 Identifies small sewing equipment, pressing equipment, and marking equipment.
- 3.3 Selects and uses appropriate sewing equipment in various sewing operations.

4.0 Develops skill in using a domestic sewing machine.

  4.1 Demonstrates a knowledge of principle parts common to domestic sewing machines.

  4.2 Operates, adjusts, and maintains a domestic sewing machine.

  4.3 Demonstrates use of special attachments for domestic sewing machines.

  4.4 Assumes responsibility for care and maintenance of the sewing machines.

  4.5 Recognizes causes for minor sewing machine difficulties.

5.0 Makes and finishes seams.

  5.1 Demonstrates how to prepare and stitch basic seams.

  5.2 Demonstrates correct use of pressing techniques when constructing straight seams, curved seams, and corner seams.

  5.3 Practices seam construction and pressing techniques.

  5.4 Demonstrates how to finish seams using various seam finishing techniques.

  5.5 Demonstrates knowledge of when to use seams and seam finishes.

  5.6 Evaluates neatness and accuracy of work, making corrections when necessary.

6.0 Applies zippers.

  6.1 Recognizes zipper applications and zipper types sold at notion counters.

  6.2 Demonstrates correct procedure for attaching and adjusting a zipper foot.

  6.3 Demonstrates technique for sewing a lapped zipper.

  6.4 Demonstrates technique for sewing a centered zipper.

  6.5 Demonstrates technique for sewing an invisible zipper.

- 6.6 Demonstrates technique for sewing an exposed zipper.
- 6.7 Demonstrates technique for sewing a front fly.
- 6.8 Evaluates zipper application for neatness and accuracy.

7.0 Develops dressmaking skills.

- 7.1 Demonstrates how to measure the human figure correctly.
- 7.2 Selects and uses a commercial pattern.
- 7.3 Uses basic construction techniques in sewing a garment.
- 7.4 Uses proper pressing techniques throughout garment construction.
- 7.5 Evaluates garment construction.

8.0 Works with knit fabrics.

- 8.1 Identifies different types of knit fabric.
- 8.2 Demonstrates knowledge of terms used when sewing knits.
- 8.3 Demonstrates techniques for measuring stretch.
- 8.4 Demonstrates how to apply neck trims.
- 8.5 Evaluates stitching for neatness and accuracy.

9.0 Develops basic skill in using the power sewing machine.

- 9.1 Distinguishes differences between home or domestic sewing machines and the power sewing machine.
- 9.2 Identifies duties of a power sewing operator.
- 9.3 Develops a knowledge of terms used in the sewing trade.
- 9.4 Demonstrates an awareness of safe work habits at the power machine.
- 9.5 Demonstrates knowledge of proper care of equipment in the working area.

9.6 Recognizes causes for minor sewing machine difficulties.

10.0 Develops additional skills in using power sewing machines.

10.1 Operates, adjusts, and maintains a single needle machine.

10.2 Develops speed and accuracy using the single needle machine.

10.3 Operates, adjusts, and maintains an overedge machine.

10.4 Operates, adjusts, and maintains a blindstitch machine.

10.5 Operates, adjusts, and maintains a double needle machine.

10.6 Operates, adjusts, and maintains an upholstery machine.

10.7 Operates, adjusts, and maintains a buttonsewing machine.

10.8 Operates, adjusts, and maintains a zig-zag machine.

10.9 Operates, adjusts, and maintains a post bed machine.

11.0 Demonstrates a knowledge of sewing lingerie fabrics.

11.1 Demonstrates a knowledge of cutting, measuring, marking, and sewing lingerie fabrics.

11.2 Demonstrates skill in sewing lingerie seams, hems, and decorative trims.

11.3 Demonstrates skill in gathering and binding lingerie fabric.

11.4 Constructs special lingerie garments or undergarments.

11.5 Applies decorative trims.

11.6 Evaluates work as to neatness and accuracy.

12.0 Makes and fits pants.

12.1 Demonstrates how to measure the human figure for pants.

12.2 Explains procedure for altering pants pattern.

12.3 Constructs and fits a pair of pants.

12.4 Evaluates pants for fit.

13.0 Alters ready-made garments.

13.1 Identifies alterations that can or cannot be performed.

13.2 Lengthens and shortens hems.

13.3 Adjusts side seams

13.4 Repairs and replaces zippers in men's and women's pants and skirts.

13.5 Alters waist of men's slacks.

Appendix

Publishers List

Project Ideas

Name___________________________________

Date___________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 1.0 Develops an awareness of clothing service occupation.

___________ 1.1 Examines competencies for the Clothing Service and Production Sewing Program.

___________ 1.2 Identifies different occupational fields in the fashion industry.

___________ 1.3 Examines types of jobs available to the clothing service worker.

___________ 1.4 Analyzes personal skills and capabilities.

___________ 1.5 Recognizes the importance of personal attitudes, behavior, and appearance on the job.

___________ 1.6 Demonstrates an awareness of procedures in applying for a job.

Comments:

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.1 Examines competencies for the Clothing Service and Production Sewing Program.

Learning Objectives: 1.1.1 Given the outline for the Competency-Based Curriculum in Clothing Service and Production Sewing, become familiar with the tasks and requirements of the course.

1.1.2 Given several case situations describing different jobs from Clothing Service, by Texas Tech University, relate which competency (ies) might help the worker in each situation complete their task.

References: Clothing Services prepared by Texas Tech University, pages 28 and 29.

Outline for Competency-Based Curriculum for Clothing Services and Production Sewing.

Materials needed: paper, pencil

Learning Activities:

1. Review the curriculum outline for this course. Discuss the outline with the classmates and instructor.
2. Read each case situation on pages 28 and 29 in Clothing Services. Decide what skills are needed by the worker in each situation. Decide which competencies from the curriculum guide would help this worker complete their job. You may choose to answer these points in a small group of classmates or think about them on your own.
3. Write your conclusion in a short summary.

Evaluation: There is no written test for this competency.

The instructor may want to sit in on small group discussions or collect student summaries.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.2 Identifies different occupational fields in the fashion industry.

Learning Objective: 1.2.1 Using resources available in the school and in the community, describe twenty different jobs related to the fashion industry. Each description will include a summary of the following points:

1. duties and responsibilities of each job
2. materials and products handled in each job
3. training and background needed for each job

References: Career Encyclopedia (found in library and guidance office)

Dictionary of Occupational Titles (found in library and guidance office)

Occupational Outlook Handbook (found in library and guidance office)

Pamphlets: Careers at Simplicity, Simplicity Pattern Company, Inc., Educational Division.

Your Career in Textiles, American Textile Manufacturers Institute.

A Career in Sewing, Needle Trades Publishing Corp. 1970.

Sewing Machine Operator, Job Guide No. 37R, Aug. 1974 Dept. of Labor and Industry, State of New Jersey.

Newspaper: Women's Wear Daily

Textbooks: Opportunities in Clothing by Irene McDermott.

Dress, The Clothing Textbook by Eleanor J. Gawne and Bess V. Oerke

Filmstrips: "Careers in the Fashion Industry," Butterick Fashion Marketing Company, 1973.

"Apparel Manufacturing from the Inside Out," Virginia Setphens Frings, Produced by Design West, 1975

Learning Activities:

1. In order to complete the learning objectives, you may need to visit the library or your guidance counselor. Don't hesitate to ask for help when using the references. Your librarian will gladly explain how to use the Dictionary of Occupational Titles. Some helpful areas to look under are: Textiles, Apparel, Accessories, Retailing, Maintenance and Care.

2. If the filmstrip kit, "Careers in the Fashion Industry" by Butterick Fashion Marketing Company is available, view each filmstrip.

3. Visit a garment factory or view a film showing the production of ready-made clothing. The slide presentation, Apparel Manufacturing from the Inside Out is very good.

4. Make some type of display (bulletin board or poster) which shows something about the fashion industry. Examples might be tools and equipment used, employment opportunities, products of the fashion industry, or a poster of vocational students learning the skills of the fashion industry.

5. Make a personal collage from pictures collected from fashion ads, newspapers, magazines, catalogs, etc., showing the following:

   a. What kind of work you would like to do.
   b. The kind of place where you would like to work.
   c. What you'll be wearing to work.
   d. Kind of home you will have.
   e. Where you will live.
   f. Type of leisure-time activities you will do.
   g. If family is in the future, the type of family you will have.

6. Form a discussion group of about six students. Examine the clothes each person is wearing. See if you can trace the making of the garments according to the sequence in which the garments were constructed. Make a list of all the difficult occupations involved in the making of these clothes according to the sequence of construction.

Evaluation: There is no written test for this competency.

The instructor will check written activities and displays.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.3 Examines types of jobs available to the clothing service worker.

Learning Objectives: 1.3.1 Given directories, newspapers, and other sources of local information, list places of employment in the community for the clothing service worker.

1.3.2 After reviewing clothing service jobs available in the community, describe the training required to work at each job.

References: Dictionary of Occupational Titles

Occupational Outlook Handbook

Career Encyclopedia

Local newspaper advertisements and listings

Local directories

Materials needed: paper, pencil

Learning Activities:

1. Look at books, pamphlets, bulletin boards, and magazine articles that students have displayed about the room. How many jobs related to clothing services can you find illustrated?
2. Locate the centers for each of the fashion areas on a large map of the United States. Fashion areas include Textiles, Apparel, Production, Retailing, and Promotion.
3. How many of these jobs can be found in your community. Draw a map of your state or county and show where these jobs are located.
4. Make an information directory for yourself or for the class, listing places in your community for possible employment. Include addresses, telephone numbers, rate of pay, benefits, and job skills necessary.

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.4 Analyzes personal skills and capabilities.

Learning Objective: 1.4.1 After you have completed this job sheet, evaluate your abilities and interests for being a successful sewing student.

References: Career Encyclopedia

Occupational Outlook Handbook

Materials needed: paper, pencil

Learning Activities:

1. Write down all the items you have already sewn. What sewing skills do you already have? What skills would you like to learn? Discuss with your instructor the types of projects you will be doing this year.
2. Interview a dressmaker, alterationist, or sewing machine operator who lives in your area. Find out what type of training is necessary for work. If you do not know anyone to interview, look for information in some of the references listed for this task area.
3. Invite an employer into the classroom to speak concerning the skills he expects of a good employee.
4. Form a group of six students. Make a list of personal qualities you feel one needs to be a successful dressmaker, alterationist, and sewing machine operator. How do you measure up with this list? Evaluate your personal qualities.

Evaluation: There is no written test for this competency.

The instructor will check written activities and displays.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.5 Recognizes the importance of personal attitudes, behavior, and appearance on the job.

Learning Objectives: 1.5.1 After completing Unit 2 in the workbook, "When You Go To Work," act out in a small group the attitudes, behavior, and appearance of a "good" worker and a "poor" worker.

1.5.2 After reading section "What Does the Employer Expect From You?" in Opportunities in Clothing, list 5 qualities that your employer will expect from you when you go to work.

References: When You Go To Work by Yvonne Hillinger, pages 43-68.

Opportunities in Clothing, pages 26-27.

Materials needed: paper, pencil

Learning Activities:

1. Find the book, When You Go To Work, and work through pages 43-68. Be sure to ask your instructor to explain anything you do not understand.
2. Form a small group of 6 or less students. Discuss your ideas on "What is a good worker and a poor worker?" Make up a skit comparing the differences between good workers and poor workers. Don't be shy--ham it up a little. Present your skit before the class. (All group members must participate). The test of the class members (audience) will discuss the ideas presented in the skit.
3. Now that you know the characterstics of good and poor workers, find out what an employer will expect from you. Read pages 28 and 29 in Opportunites in Clothing. Talk about your feelings toward this section in a class discussion.
4. On a sheet of paper list 5 qualities you think an employer will expect from you.

Evaluation: There is no written test for this job sheet.

Participate in a role playing skit; give your list of qualities to your instructor.

When your instructor certifies that you have achieved this competency, you may go on the the next job sheet.

Task: 1.0 Develops an awareness of clothing service occupations.

Competency: 1.6 Demonstrates an awareness of procedures in applying for a job.

Learning Objectives: 1.6.1 Given the address of a garmet factory, write a sample letter of application according to the points listed on page 81 in When You Go To Work.

1.6.2 Given a sample application, fill out the form.

1.6.3 After reading the section "Answering Questions", pages 19 and 20 in Opportunities in Clothing, role play a job interview with a classmate before the class.

1.6.4 Given a sample form W-4, fill out the form.

References: When You Go To Work, Unit III, pages 69-106.

Opportunities in Clothing, Chapter 1, pages 9-29.

Application for Employment Form

Sample W-4, Employee's Withholding Allowance Certificate

Materials needed: paper, pencil

Learning Activities:

1. Before you attempt any of the learning objectives, work through Unit III of When You Go To Work.

2. Pretend you are applying for a job as a sewing machine operator at a nearby factory. Write a sample letter of application to:

Mr. J. P. Fashion
Kingsize Manufacturing Company
Bobbinville, West Virginia 99999

You will want to be as neat as possible with your letter. Use pages 81 in When You Go To Work and 16 in Opportunities in Clothing as a guide.

3. Ask your teacher for a sample "Application for Employment." Now that you have received your application, sit down with your instructor and fill it out.

4. The boss has looked over your application and has decided to interview you. You now have an appointment for the interview. Be prepared to answer questions like, "Have you had any work experience?" "Why do you want to work here?" and "Tell me about yourself." Act out this interview with another student. Take turns being the employee and the employer.

5. Some employers like to give a manuel dexterity or finger dexterity test to the interviewee. If your teacher has access to a dexterity board, practice putting the pegs in place until you can do it quickly.

6. The boss was so impressed with your interview that he hired you immediately for the job as a sewing machine operator. One of the forms he will give you to fill out is the W-4 Employees Withholding Allowance Certificate. Ask your teacher to help you fill out the W-4 sample form.

Evaluation: There is no written test for this job sheet.

Give the letter of application, the Application for Employment, and the W-4 form to your instructor to be checked.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Form W–4 (Revised April 1975)

Employee's Withholding Allowance Certificate

(Use for wages paid after April 30, 1975 and before January 1, 1976)

The explanatory material below will help you determine your correct number of withholding allowances, and will assist you in completing the Form W–4 at the bottom of this page.

Avoid Overwithholding or Underwithholding

By claiming the proper number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your tax liability. In addition to the allowances for personal exemptions to be claimed in items (a) through (g) below, be sure you claim any additional allowances you are entitled to in item (h) "Special withholding allowance," and item (i) "Allowance(s) for itemized deductions." While these allowances may be claimed on Form W–4 for withholding purposes, they are not to be claimed under "Exemptions" on your tax return Form 1040 or Form 1040A.

You may claim the special withholding allowance if you are single with only one employer, or married with only one employer and your spouse is not employed. If you have unusually large itemized deductions, you may claim the allowance(s) for itemized deductions to avoid having too much income tax withheld from your wages. On the other hand, if you and your spouse are both employed or you have more than one employer, you should take steps to assure that enough has been withheld. If you find that you need more withholding, claim fewer exemptions or ask for additional withholding. If you are currently claiming additional withholding allowances based on itemized deductions, check the table on the back to see that you are claiming the proper number of allowances.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points. If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; or if you are married and both you and your spouse are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien, other than a resident of Canada, Mexico, or Puerto Rico, may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

(a) Allowance for yourself—enter 1	
(b) Allowance for your spouse—enter 1	
(c) Allowance for your age—if 65 or over—enter 1	
(d) Allowance for your spouse's age—if 65 or over—enter 1	
(e) Allowance for blindness (yourself)—enter 1	
(f) Allowance for blindness (spouse's)—enter 1	
(g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your spouse *	
(h) Special withholding allowance—if you are single with only one employer, or married with only one employer and your spouse is not employed—enter 1**	
(i) Allowance(s) for itemized deductions—if you do plan to itemize deductions on your income tax return, enter the number from the table on back**	
(j) Total—add lines (a) through (i) above. Enter here and on line 1, Form W–4 below	

* If you are in doubt as to whom you may claim as a dependent, see the instructions which came with your last Federal income tax return or call your local Internal Revenue Service office.

** This allowance is used solely for purposes of figuring your withholding tax, and cannot be claimed when you file your tax return.

See Table on Back if You Plan to Itemize Your Deductions

Completing Form W–4.—If you find that you are entitled to one or more allowances in addition to those which you are now claiming, increase your number of allowances by completing the form below and filing it with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W–4 within 10 days. (Should you expect to owe more tax than will be withheld, you may use the same form to increase your withholding by claiming fewer or "0" allowances on line 1, or by asking for additional withholding on line [illegible] or both.)

▼ Give the bottom part of this form to your employer; keep the upper part for your records and information ▼

Cut along this line

Form **W-4**
(Rev. April 1975)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name	**Your social security number**
Home address (Number and street or rural route)	Marital status ☐ Single ☐ Married (If married but legally separated, or spouse is a nonresident alien, check the single block.)
City or town, State and ZIP code	

1 Total number of allowances you are claiming	
2 Additional amount, if any, you want deducted from each pay (if your employer agrees)	$

I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶.................... **Date ▶**...................., **19**........

Table for Determining Number of Withholding Allowances Based on Itemized Deductions

Estimated salaries and wages	Number of additional withholding allowances for the amount of itemized deductions shown in the appropriate column (See Line i on other side)						
	0	1	2	3	4	5	6*
Part I Single Employees							
	Under	At least–But less than	At least–But less than	At least–But less than	At least–But less than	At least–But less than	At least–But less than
Under $10,000	$2,200	$2,200–$2,950	$2,950–$3,700	$3,700–$4,450	$4,450–$5,200	$5,200–$5,950	$5,950–$6,700
10,000–15,000	2,500	2,500– 3,250	3,250– 4,000	4,000– 4,750	4,750– 5,500	5,500– 6,250	6,250– 7,000
15,000–25,000	2,800	2,800– 3,550	3,550– 4,300	4,300– 5,050	5,050– 5,800	5,800– 6,550	6,550– 7,300
25,000–30,000	3,200	3,200– 3,950	3,950– 4,700	4,700– 5,450	5,450– 6,200	6,200– 6,950	6,950– 7,700
30,000–35,000	4,000	4,000– 4,750	4,750– 5,500	5,500– 6,250	6,250– 7,000	7,000– 7,750	7,750– 8,500
35,000–40,000	5,000	5,000– 5,750	5,750– 6,500	6,500– 7,250	7,250– 8,000	8,000– 8,750	8,750– 9,500
40,000–45,000	6,500	6,500– 7,250	7,250– 8,000	8,000– 8,750	8,750– 9,500	9,500–10,250	10,250–11,000
45,000–50,000**	8,000	8,000– 8,750	8,750– 9,500	9,500–10,250	10,250–11,000	11,000–11,750	11,750–12,500
Part II Married Employees (When Spouse Is Not Employed)							
Under $15,000	2,900	2,900– 3,650	3,650– 4,400	4,400– 5,150	5,150– 5,900	5,900– 6,650	6,650– 7,400
15,000–35,000	3,400	3,400– 4,150	4,150– 4,900	4,900– 5,650	5,650– 6,400	6,400– 7,150	7,150– 7,900
35,000–40,000	3,700	3,700– 4,450	4,450– 5,200	5,200– 5,950	5,950– 6,700	6,700– 7,450	7,450– 8,200
40,000–45,000	4,300	4,300– 5,050	5,050– 5,800	5,800– 6,550	6,550– 7,300	7,300– 8,050	8,050– 8,800
45,000–50,000**	5,200	5,200– 5,950	5,950– 6,700	6,700– 7,450	7,450– 8,200	8,200– 8,950	8,950– 9,700
Part III Married Employees (When Both Spouses Are Employed), and other employees who are holding more than one job							
Under $10,000	3,200	3,200– 3,950	3,950– 4,700	4,700– 5,450	5,450– 6,200	6,200– 6,950	6,950– 7,700
10,000–12,000	3,700	3,700– 4,450	4,450– 5,200	5,200– 5,950	5,950– 6,700	6,700– 7,450	7,450– 8,200
12,000–15,000	4,200	4,200– 4,950	4,950– 5,700	5,700– 6,450	6,450– 7,200	7,200– 7,950	7,950– 8,700
15,000–20,000	5,000	5,000– 5,750	5,750– 6,500	6,500– 7,250	7,250– 8,000	8,000– 8,750	8,750– 9,500
20,000–25,000	5,600	5,600– 6,350	6,350– 7,100	7,100– 7,850	7,850– 8,600	8,600– 9,350	9,350–10,100
25,000–30,000	6,200	6,200– 6,950	6,950– 7,700	7,700– 8,450	8,450– 9,200	9,200– 9,950	9,950–10,700
30,000–35,000	7,100	7,100– 7,850	7,850– 8,600	8,600– 9,350	9,350–10,100	10,100–10,850	10,850–11,600
35,000–40,000	7,900	7,900– 8,650	8,650– 9,400	9,400–10,150	10,150–10,900	10,900–11,650	11,650–12,400
40,000–45,000	8,900	8,900– 9,650	9,650–10,400	10,400–11,150	11,150–11,900	11,900–12,650	12,650–13,400
45,000–50,000**	10,200	10,200–10,950	10,950–11,700	11,700–12,450	12,450–13,200	13,200–13,950	13,950–14,700

*7 or More Allowances: If your itemized deductions exceed the amount shown in Column 6 (above), you may claim 6 allowances plus one more for each $750 or fraction thereof of itemized deductions in excess of the amounts shown in Column 6 for your salary and wage bracket.

**When annual salary or wage exceeds $50,000, "0" column amounts may be determined as follows: for single employees (Part I)—22% of their annual salary; for married employees whose spouse is not employed (Part II)—15% of their annual salary; and for married employees when both spouses are employed and other employees who are holding more than one job (Part III)—24% of their combined annual salary. An additional withholding allowance may be claimed for each $750 or fraction thereof by which itemized deductions exceed the "0" column amount determined in this manner.

HOW TO USE THE TABLE

If you expect to itemize deductions for the current year, you may be entitled to claim additional withholding allowances (line i) and thus avoid having too much tax withheld. Your employer will treat each such allowance as a withholding exemption. The amount of itemized deductions for the current year cannot exceed the amount of itemized deductions (or standard deduction) claimed on your return for the preceding year (or 2nd preceding year if you have not yet filed your return for the preceding year), plus additional determinable deductible amounts.

These additional allowances will remain in effect until you file a new W-4 with your employer. For detailed information on allowable itemized deductions, see Form 1040 instructions.

1. Find the line in the table that includes your estimated salary and wage amount and that shows your status as either a single employee (Part I), a married employee whose spouse is not employed (Part II), or a married employee whose spouse is also employed (Part III). Also, use Part III if you are an employee who is holding more than one job concurrently.

2. Read across that line until you find the column that includes the amount of your estimated itemized deductions.

3. Note the number of allowances shown at the top of the column. This is the maximum number of additional withholding allowances you may claim on line i.

Married Couples.—If you and your spouse are both employed and file a joint return, determine your withholding allowances based on your combined wages and deductions. If you file a joint return and your spouse is not employed, use Part II. If you are filing a joint return and both are employed, use Part III to determine the total number of withholding allowances to which you are jointly entitled (you may allocate such withholding allowances between yourselves). However, if in your last filing you filed separate returns, and if you expect to file separately this year, each of you must make your determination on the basis of your own wages and deductions and determine the number of withholding allowances for each from Part III.

APPLICATION FOR EMPLOYMENT

STATE OF WEST VIRGINIA
DEPARTMENT OF EDUCATION

NAME: ______________________________

ADDRESS: ______________________________

____

SOCIAL SECURITY NUMBER: ______________ TELEPHONE: ______________

EDUCATION	NAME & ADDRESS	DIPLOMA OR CERTIFICATE
HIGH SCHOOL:		
VOCATIONAL SCHOOL:		
BUSINESS COLLEGE:		

TYPE OF TRAINING: ______________________________

SHORTHAND __________ WPM SPEEDWRITING __________ WPM

TYPING __________ WPM CALCULATOR ( ) DICTAPHONE ( )

COLLEGE OR UNIVERSITY	ADDRESS	DEGREE

GRADUATE AND PROFESSIONAL SCHOOLS	ADDRESS	DEGREE

PREVIOUS EMPLOYMENT: (Chronological Order) INCLUDE MILITARY SERVICE

Dates			
From	To	Organization and Location	Title or Job Description

References: (1)______________________________

(2)______________________________

(3)______________________________

POSITION DESIRED:____________________ SALARY REQUIRED:__________

DATE:____________________ SIGNATURE:____________________

Required Student References for Task Area 1.0

Textbooks:

Clothing Services. (curriculum guide) Home Economics Instructional Materials Center, Lubbock, Texas: Tech Press, 1969.

Opportunities in Clothing. Irene E. McDermott and Jeanne L. Norris, Peoria: Chas. A. Bennet, 1972.

When You Go To Work. (student manual) Yvonne Hillinger, New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1970.

The following books can be found in the school or public library or in the guidance conselor's office:

Dictionary of Occupational Titles

Occupational Outlook Handbook

Career Encyclopedia

Pamphlets:

"Careers at Simplicity", Simplicity Pattern Company, 1970.

"A Career in Sewing", Needle Trades Publishing Corporation, 1970.

"Merchandising Your Job Talents", United States Department of Labor (available to State Employment Office).

"Your Career in Textiles", American Textile Manufacturing Institute.

"Welcome to Our Company", Needle Trades Publishing Corporation, 1970.

Forms:

Application for Employment Form

W-4 Employee's Withholding Allowance Certificate (available from State Employment Office).

(Continued)

Filmstrip:

"Careers in the Fashion Industry" by Butterick Fashion Marketing Company, 1973.

Slide Presentation:

"Apparel Manufacturing from the Inside Out," by Virginia Stephens Frings, Produced by Design West, 1975.

Special Equipment:

Dexterity Board available from Factory Forms Service.

See Appendix for Publisher's List

Name_______________________________

Date_______________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 2.0 Develops hand sewing skills.

__________ 2.1 Demonstrates knowledge of how to select needles and thread for application.

__________ 2.2 Identifies basic hand stitches.

__________ 2.3 Practices accepted techniques when using basic hand stitches.

__________ 2.4 Demonstrates knowledge of where to use various types of hand stitches in the construction of garments and other items.

__________ 2.5 Practices accepted methods and procedures for sewing on buttons, hooks and eyes, and snap fasteners.

__________ 2.6 Evaluates hand work as to neatness and accuracy and assumes responsibility to make corrections where hand work is inaccurate.

Comments:

Task: 2.0 Develops hand sewing skills.

Competency: 2.1 Demonstrates knowledge of how to select needles and thread for application.

Learning Objectives: 2.1.1 Given needles and thread, demonstrate the technique for threading the needle and tying a knot according to procedures on pages 64-66 in Clothing Services by Texas Tech University.

2.1.2 Given a list of thread sizes, match the weights of fabric with the appropriate thread size according to pages 92 and 93.

2.1.3 On a written test, explain how to select a suitable color and weight of thread for sewing fabric according to references listed below.

References: Clothing Assistant, Texas Tech University, pages A-85, A-86.

Clothing Services, Texas Tech University, pages 64-66.

Student Booklet--Talon Makes It, Talon Educational Service.

Materials needed: assorted needle sizes and thread displayed by instructor

Learning Activities:

1. Learning to sew begins with the simple step of threading the needle. Some of you may already do this task very well. If you can, it won't hurt to see if you have been doing it correctly. Read pages 64-66 in Clothing Services. Then practice threading a needle and tying a knot until you can do it quickly.

2. Read pages A-85 and A-86 in Clothing Assistant for information on types of needles. Answer the questions on page A-86.

3. Review the chart on pages 92 and 93, the Vogue Sewing Book. Find several scraps of fabric that are suitable for the thread sizes given on the chart.

4. Complete the worksheet, "All About Thread" and give to your teacher to be checked.

Evaluation: Take Post-Test--2.1.1, 2.1.2, 2.1.3. Part of the test will be written and part will be performance.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

2.1
All About Threads

Words to know: Use each word in a sentence. Write the sentence beside the word.

1. Mercerized-
2. Needle-
3. Cotton-
4. Polyester-
5. Silk-
6. Embroidery-
7. Sharps-
8. Betweens-
9. Ply-
10. Fiber-
11. Examine the different sizes of needles and threads your instructor has displayed. Determine which needles are suitable for each thread size. Discuss your choices with your instructor.

12. Visit the notions counter in a fabric store. Make a list of the different types of thread for sale. Make a list of the different Trademarks of Tradenames of threads.

Threads	Trademarks
a. (Mercerized Best Cord)	a. (Talon)
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.
g.	g.
h.	h.
i.	i.

Name_______________________________

Date_______________________________

Post Test--2.1.1, 2.1.2, 2.1.3

(10 pts.)
1. Demonstrate the technique for threading the needle and tying a knot for your instructor.

(60 pts.)
2. Matching. Match the number of thread size with the weight of fabric.

Column A (thread sizes)	Column B (fabric weights)
A. Size 50	______1. Heavy canvas
B. Size 8	______2. Sheer organza (light weight fabric)
C. Size 60	______3. Medium weight cotton
D. Size 40	______4. Heavy denim
	______5. Tricot (light weight knit)
	______6. Indian gauze (light weight cotton)

(30 pts.)
3. Pretend you work in a yard goods store where one of your duties is to assist customers in the buying of thread for fabric they have chosen. Explain in a paragraph how you would help them select a suitable color and weight of thread.

Task: 2.0 Develops hand sewing skills.

Competency: 2.2 Identifies basic hand stitches.

Learning Objective: 2.2.1 Given a list of basting, hemming, and embroidery stitches, name and spell each stitch correctly.

References: The Art of Sewing, by Yvonne Hillinger, pages 40-68.

Learning to Sew, by Mary Funari, pages 33-41.

The Singer Sewing Book, by Gladys Cunningham, pages 60-63 and 231-234.

Materials needed: samples of hand stitches prepared by the instructor

Learning Activities:

1. The list of stitches you are asked to name and spell are:

Basting Stitches
- Even basting
- Uneven basting
- Slip basting
- Padding stitch

Hemming Stitches
- Catch stitch
- Blind hemming stitch
- Invisible stitch

Embroidery Stitches
- Satin stitch
- Daisy stitch
- French knot
- Outline stitch
- Cross stitch
- Herringbone stitch
- Blanket stitch

2. If you feel you can already name and identify the hand stitches, you may want to take the Pre Test/Post Test.

3. Look at the sample hand stitches displayed by your instructor. Practice naming and spelling each stitch. Write out each word in a sentence.

Evaluation: Take the Post Test--2.2.1

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name____________________________________

Date____________________________________

Pre-Test/Post-Test--2.2.1

Look at samples of stitches your instructor has prepared. Write the name of each sample below. Be sure to spell the name of each stitch correctly.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Task: 2.0 Develops hand sewing skills.

Competencies: 2.3 Practices accepted techniques when using basic hand stitches.

2.6 Evaluates hand work as to neatness and accuracy and assumes responsibility to make corrections where hand work is inaccurate.

Learning Objectives: 2.3.1 Given needle, thread, and scrap fabric, stitch samples of even basting, uneven basting, tailor's basting, padding stitch, and slip basting according to procedures listed in _The Art of Sewing_.

2.3.2 Given needle, thread, and scrap fabric, stitch samples of the catch stitch, blind hemming stitch, and invisible stitch according to the procedures listed in the _Singer Sewing Book_.

2.3.3 Given needle, thread, and scrap fabric, make sample stitches of the satin stitch, daisy stitch, outline stitch, French knot, cross stitch, blanket stitch, and herringbone stitch according to procedures found in the reference books on needlework.

2.6.1 After practicing various basting stitches, hem stitches, and decorative stitches, evaluate each sample for neatness and accuracy listing the stitches you felt were done well and those which could be improved.

References: _The Art of Sewing_ by Yvonne Hillinger, pages 40-44, 55-58, 63-64.

Learning to Sew, Part 1 by Mary Funari, pages 33-77.

The Singer Sewing Book by Gladys Cunningham, pages 228-235.

Vogue Sewing Book, pages 396-397.

Materials needed: scrap fabric, assorted needles and threads, thimble (optional) and thread clips

Learning Activities:

1. In order to do the above learning objectives, you will need to know how to go about forming each stitch correctly. Either ask your instructor to show you how to make each stitch or look in one of the references listed.

2. As you practice each hand stitch, keep your best samples in a sample folder for future reference. There may be a time when you will want to use a stitch and you may not remember how it looked or was done. If you keep a folder, then you will be able to use it as a guide later.

3. If you are enjoying this task and want more practice, you may want to try one of the crewel or embroidery kits on sale at most stores. Mountain art crafts, displaying beautiful handwork, have come into their own in recent years. A clever girl can earn extra money developing needlework skills. Ask your instructor for information as to where a student may get needlework materials or kits.

OR

4. Buy a blue chambray shirt and decorate it with hand embroidered designs. Create your own design or buy one of the transfer patterns that contains a design you like. Again, if you like this type of work, you can earn money in your own school or community by doing handwork on denim jackets or on blue jeans of your friends.

5. When you finish making a sample of each stitch for your folder check with your instructor to see if the stitches were formed correctly. Then sit down, take a sheet of paper, and write your evaluation of each stitch. Answer these questions for each sample.

    1. Are the stitches evenly spaced?

    2. Does the sample look neat?

    3. Is the stitch formed correctly?

    4. What can I do to improve this stitch?

Evaluation: There is no written test for this job sheet.

The instructor will check sample folder and student evaluation.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 2.0 Develops hand sewing skills.

Competency: 2.4 Demonstrates knowledge of where to use various types of hand stitches in construction of garments and other items.

Learning Objectives: 2.4.1 Given a list of various types of hand stitches, state one use for each stitch.

2.4.2 Given several situations in garment construction where basting is required, determine when it is suitable to hand baste or to machine baste.

References: Clothing Construction and Wardrobe Planning by Dora S. Lewis, Mabel Goode Bowers, and Marietta Kettunen, pages 397-400.

Dress: The Clothing Textbook by Eleanor F. Gawne and Bess V. Oerke, pages 546-553.

The Art of Sewing by Yvonne Hillinger, pages 40-68.

Learning to Sew by Mary Funari, pages 33-41.

Vogue Sewing Book, pages 396-397.

Materials needed: paper, pencil

Learning Activities:

1. Now that you know how to do several hand stitches, do you know when to use them when you are sewing garments? In order to do the above learning objectives, you need to look in the references listed on this job sheet to find where the following stitches are used.

   Basting:
   - Even basting
   - Uneven basting
   - Tailor's basting
   - Padding stitch
   - Slip basting

Hemming:

- Catch stitch
- Blind hemming stitch
- Invisible stitch

Embroidery:

- Outline stitch
- Daisy stitch
- Satin stitch
- French knot
- Cross stitch
- Blanket stitch
- Herringbone stitch

2. To help you learn this information, you may want to do the worksheet--Using Basic Hand Stitches.

3. Read pages 60-63 in The Singer Sewing Book. Discuss with your instructor when it is suitable for you to hand baste or machine baste. Your instructor may want you to baste some seams; for example, when matching stripes or when holding shaping pads of jacket in place.

Evaluation: Take written Post-Test 2.4.1, 2.4.2.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name______________________________

Date______________________________

2.4
Worksheet--Using Basic Hand Stitches

Basting is a temporary stitch used to hold pieces of fabric together before final stitching. Basting may be done by hand or by machine. This worksheet will deal with hand basting and other hand stitches. State one or two uses of the following basting stitches.

1. Uneven basting-
2. Even basting-
3. Slip basting-
4. Tailor's basting-
5. Padding stitch-

State one or two uses of the following hem stitches.

6. Blind hemming stitch-
7. Invisible stitch-
8. Catch stitch-

State one or two uses of the following decorative stitches.

9. French knot-
10. Lazy daisy stitch-
11. Outline stitch-
12. Cross stitch-
13. You are a clothing superviosr in a dressmaking shop. One of your responsibilities is to train new seamstresses. How will you explain to a beginning sewer when it is advisable to hand baste and when it is advisable to machine baste? Form a group of 6 students to discuss this question. Write your answer on the back of this worksheet.

Name________________________________

Date________________________________

Post-Test--2.4.1, 2.4.2

Complete each sentence by writing one use for each stitch.

1. The outline stitch is used to ______________________________.

2. The blind hemming stitch is used to ______________________________.

3. The padding stitch is used to ______________________________.

4. The catch stitch is used to ______________________________.

5. The cross stitch is used to ______________________________.

6. The even basting stitch is used to ______________________________.

7. The uneven basting stitch is used to ______________________________.

8. Tailor tacks are used to ______________________________.

9. The invisible stitch is used to ______________________________.

10. The slip basting stitch is used to ______________________________.

Write machine baste or hand baste in the blank before each situation.

11. ______________________________ when stitching plaid side seams of slacks.

12. ______________________________ when beginning sewer stitches gathered sleeve in garment.

13. ______________________________ when stitching 2 fairly straight, easy to handle pieces of fabric together.

14. ______________________________ marking stitching lines for top-stitching zippers, seams, and facings.

15. ______________________________ stitching on fabrics where needle puncture marks will not show.

Task: 2.0 Develops hand sewing skills.

Competencies: 2.5 Practices accepted methods and procedures for sewing on buttons, hooks and eyes, and snap fasteners.

2.6 Evaluates hand work as to neatness and accuracy and assumes responsibility to make corrections where hand work is inaccurate.

Learning Objectives: 2.5.1 Given a written test, discuss the procedures for sewing buttons, snaps, and hooks and eyes according to the guidelines listed in references below.

2.5.2 Given a plain button, fabric, and thread, sew the button on the fabric so that the button is held firmly with 6 to 8 threads and a thread shank.

2.5.3 Given fabric, thread, and a hook and eye, sew the hook and eye on the wrong side of the fabric so that the stitches do not show through the right side of the fabric.

2.5.4 Given fabric, thread, and a snap fastener, sew the fastener on the wrong side of the fabric making the stitches through the facing only so that they are not visible from the right side.

2.6.1 After practicing the procedures for sewing on a button with a thread shank, hooks and eyes, and snaps, write a short evaluation of each sample listing the procedures you felt you did well and those which could be improved.

Materials needed: scrap fabric, thread, hand sewing needle, thimble (optional), thread clips, plain button, hooks and eyes, and snap fasteners

References: The Art of Sewing by Yvonne M. Hillinger, pages 28-36.

The Singer Sewing Book by Gladys Cunningham, pages 205-207.

Sewing Step by Step by Lucille Dunn, Annetta Bailey and Wanda Vansickle, pages 413-423.

Learning Activities:

1. In order to complete these objectives, collect the materials listed above. A suggested way of getting materials might be to take fasteners from worn clothing found in closets of family and friends or to choose an item of clothing where fasteners need to be replaced and bring them to school for practice.

2. If unfamiliar with accepted procedures for sewing buttons with thread shanks, snaps, and hooks and eyes, you may choose to read through some of the references listed above. Be able to discuss the procedures in order to do well on the written test.

3. If having difficulty understanding the procedures for sewing on each fastener, you may choose to ask your instructor to demonstrate these skills.

4. If you and your instructor feel that you do this skill very well, you may want to sponsor a "Sewing Shop" for replacing buttons and fasteners. You may even want to advertise your skill in order to draw customers. A small fee may be charged to the customer for this service; however, the fee must be a small amount since you are still in a training program.

5. As a review for the Post-Test, you may want to share your samples with the instructor.

Evaluation: Complete the evaluation of each fastener listing the procedures you felt you did well and those which could be improved.

Take Post-Test--2.5.1, 2.5.2, 2.5.3

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

Name________________________________

Date________________________________

Post Test--2.5.1, 2.5.2, 2.5.3

Essay

1. After taking a training class in Clothing you are asked to help a local 4-H club prepare clothing projects for a contest. The little 4-H'ers do not know how to sew simple fasteners on garmets. You must tell them the procedure for sewing a button with a thread shank, snaps, hooks and eyes. Outline what you would tell them.

2. At this point some of the little sewers are still having trouble understanding the procedures and ask you to give a demonstration how to sew buttons with a thread shank, snaps, and hooks and eyes. In order to show that you can do this skill well, you must prepare a sample item of each of the following:

   a. button with a thread shank
   b. snap fastener
   c. hook and eye

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 3.0 Displays a knowledge of sewing equipment.

___________ 3.1 Recognizes different sewing machine types in the sewing room.

___________ 3.2 Identifies small sewing equipment, pressing equipment, and marking equipment.

___________ 3.3 Selects and uses appropriate sewing equipment in various sewing operations.

Comments:

Task: 3.0 Displays a knowledge of sewing equipment.

Competency: 3.1 Recognizes different sewing machine types in the sewing room.

Learning Objectives: 3.1.1 Given a list of sewing machine types found in the sewing room, correctly name each machine.

3.1.2 Given class time, practice setting up and putting away all sewing machines in the classroom.

References: Diagram showing sewing equipment in the classroom (Prepared for the student by the instructor.)

Materials needed: sewing machines found in the classroom

Learning Activities:

1. Observe the instructor's tour of the sewing area. Listen for the names of each sewing machine in your classroom. Some of them may be different. Write the names of each machine down on the diagram.
2. Watch your instructor demonstrate how to set up and put away the sewing machines.
3. Practice setting up and putting away each type of sewing machine according to the methods used by your instructor.
4. Take the responsibility to put away sewing machines at the end of each class period. A good worker will make the extra effort to leave the machine area neat at the end of the period.

Evaluation: Take identification quiz on sewing machines--3.1.1.

Demonstrate procedure for setting up and putting away sewing machines--3.1.2.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 3.0 Displays a knowledge of sewing equipment.

Competency: 3.2 Identifies small sewing equipment, pressing equipment, and marking equipment.

Learning Objectives: 3.2.1 Given a display of small sewing tools, name and spell each piece of equipment with 100% accuracy.

3.2.2 Given a display of pressing equipment, name and spell each piece of equipment with 100% accuracy.

3.2.3 Given a display of marking equipment, name and spell each piece of equipment with 100% accuracy.

References: The Art of Sewing by Yvonne Hillinger, pages 2-23.

Clothing Services, prepared by Texas Tech University, pages 34-41.

The Vogue Sewing Book, pages 442-449.

Materials needed:
ironing board
steam iron
needle board
point presser
pounding block
press mitt
seam roll
sleeve board
tailor's ham
buttonhole scissors
cutting shears
embroidery scissors
loop turner
embroidery hoops
pinking shears
thread clips
tailor's chalk
tracing paper and tracing wheel
hem gauge
seam gauge
tape measure
transparent dressmaker's ruler
yardstick
emery bag
skirt marker

Learning Activities:

1. If you think you can do this task without working through this job sheet, then you may want to take the Pre-Test.

2. Look at the pictures of small sewing tools on pages 37-40 in the student manual, Clothing Services. Study each item carefully. Write out the names of each word so that you can learn to spell them correctly.

3. If you feel you need further study, you might want to do some of the learning activities on pages 34 and 35 in Clothing Services. A good activity is the "word search game" on page 41.

4. Pictures of pressing equipment you need to identify can be found on pages 52 and 53 in Clothing Services. Have your instructor show you where the pressing equipment is stored in the sewing room. Be sure you can name each piece of equipment correctly.

Evaluation: Take Post-Test--3.2.1, 3.2.2, 3.2.3.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 3.0 Displays a knowledge of sewing equipment.

Competency: 3.3 Selects and uses appropriate sewing equipment in various sewing operations.

Learning Objectives: 3.3.1 Given a list of small tools, pressing equipment, and marking equipment, select one piece of equipment and demonstrate the proper use of the selected piece for the class.

3.3.2 On a written test match the name of a piece of small sewing equipment with its proper use according to pages 442-449 in the Vogue Sewing Book.

References: The Vogue Sewing Book, pages 442-449.

Clothing Services, prepared by Texas Tech University, pages 34-41.

The Art of Sewing by Yvonne Hillinger, pages 2-23.

Materials needed: cutting shears, pinking shears, thread clips, buttonhole scissors, rulers, tape measures, seam gauges, tracing wheels and tracing paper, tailor's chalk or pencil, dressmaker's silk pins, pin cushions, emery bag, steam iron, ironing board, press cloths, tailor's ham, point presser, sleeve board, needle board, full length mirror, embroidery hoops, skirt or hem marker, yardstick, cutting board

Learning Activities:

1. Select a piece of equipment from the above list. If possible choose a piece that has not been selected by another student. Prepare a demonstration to be given at an arranged time before the class. Gather all materials needed for your demonstration. Practice using the equipment that you have selected. Be sure you can use the equipment you have selected correctly.

2. Study pages 442-449 in the Vogue Sewing Book or one of the other references as a review for the written test.

Evaluation: Demonstrate use of a selected piece of equipment before the class.

Take written Post-Test--3.3.2.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name ______________________________

Date ______________________________

Post-Test--3.3.2

Select the letter from Column A that matches the phrase in Column B. Write the letter in the blank before the phrase in Column B.

Column A

A. thimble
B. needle
C. pin cushion
D. hem gauge
E. tape measure
F. ironing board
G. point presser
H. seam roll
I. sleeve board
J. tailor's ham
K. pinking shears
L. thread clips
M. tracing paper
N. tracing wheel
O. pressing cloth
P. iron
Q. needle board
R. embroidery hoop
S. cutting shears
T. tailor's chalk

Column B

_____ 1. Two part frame that is used to hold fabric taut for needlework.

_____ 2. A 60 inch long tool with metal tips on each end used for measuring.

_____ 3. Small 6 inch metal or plastic ruler used for accurate measurement of hems, buttonholes, and pleats.

_____ 4. Used with a clipping motion to cut stray threads quickly and easily.

_____ 5. Used for painless hand sewing and fits snugly on the finger.

_____ 6. Padded cushion used for pressing curved areas of garments such as darts and sleeve caps.

_____ 7. Uses steam to press garment into shape.

_____ 8. Used between pattern and fabric when transferring markings.

_____ 9. Used for finishing seams to prevent raveling of seam edges.

_____10. Used to hold pins.

Required Student References for 3.0

* Clothing Services. Home Economics Instructional Materials Center, Lubbock, Texas: Tech Press. 1969

** The Art of Sewing. Yvonne Hillinger, New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1970.

The Singer Sewing Book. Gladys Cunningham, The Singer Company.

The Vogue Sewing Book. New York, New York: Vogue Patterns, Butterick Division-American Can Company. 1973.

* Good reference for instructor, lots of learning activities and ideas.

** Easy reading for poor reading student.

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 4.0 Develops skill in using a domestic sewing machine.

__________ 4.1 Demonstrates a knowledge of principle parts common to domestic sewing machines.

__________ 4.2 Operates, adjusts, and maintains a domestic sewing machine.

__________ 4.3 Demonstrates use of special attachments for domestic sewing machines.

__________ 4.4 Assumes responsibility for care and maintenance of the sewing machine.

__________ 4.5 Recognizes causes for minor sewing machine difficulties.

Comments:

Task: Develops skill in using a domestic sewing machine.

Competency: 4.1 Demonstrates a knowledge of principle parts common to domestic machines.

Learning Objective: 4.1.1 Given a list of principle sewing machine parts, identify each part with no errors and state one use for each part according to sewing machine manuals and other references listed below.

References: Singer Sewing Book by Gladys Cunningham, pages 21-28.

Learning to Sew, Part 1, by Mary Funari, pages 78-123.

Sewing machine manuals and threading charts for the machines in your clothing lab.

Threading charts and transparency.

Materials needed: a domestic sewing machine, paper, and pencil

Learning Activities:

1. Look at the Pre-Test for this job sheet. If you feel you can already identify the principle sewing machine parts, you may choose to take the Pre-Test. If you feel you cannot identify all items correctly, then work through this job sheet.

2. The principle parts you are asked to identify are:

   Hand wheel
   Bobbin winder
   Stitch regulator
   Spool pin
   Take-up lever
   Needle thread tension
   Presser bar lifter
   Presser foot
   Throat plate
   Feed dog
   Needle
   Slide plate

3. If you plan to do much sewing on a domestic sewing machine, it is a good idea to be able to identify each part. This is especially helpful in knowing how to repair broken parts or knowing how to care for the sewing machine.

4. You will be able to find the principle sewing machine parts listed in the Student's Manual by Singer. In addition, you may choose to complete the worksheet--Using the Sewing Machine to help you learn about the sewing machine parts. Ask your instructor to check your worksheet when you are finished.

5. As a means of review for your test, you may work with another student in quizzing each other on the parts.

Evaluation: Take Performance Test--4.1.1.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

4.1
Worksheet--Using the Sewing Machine

The purpose of this worksheet is to help you learn the principle parts of the domestic sewing machine.

Select the correct word that completes the sentence from the following list:

Presser bar lifter
Take-up lever
Hand wheel
Feed dog
Needle
Stitch regulator
Presser foot
Slide plate
Throat plate
Needle thread tension
Bobbin winder
Spool pin

1. The ____________________ foot holds down fabric as it is stitched.
2. The operator may use a hand to turn the ____________________ to start the machine or to control the machine when doing fine work.
3. The ____________________ raises the presser foot.
4. The ____________________ forces the fabric through the presser foot and the throat plate as the machine stitches.
5. The ____________________ serves to hold spools of thread.
6. The ____________________ pulls the thread from the spool.
7. The ____________________ winds thread from the big spool to the bobbin.
8. The ____________________ has numbered guidelines to keep seams straight.
9. The ____________________ moves backwards and forwards to cover the bobbin.
10. The ____________________ punctures the fabric to make stitches.
11. The ____________________ changes the length of the stitches.
12. The ____________________ adjusts the tension of the upper threading system.

Name______________________________

Date______________________________

Pre-Test/Post-Test--4.1.1

As each item is called, the student will point out each part on the sewing machine stating one use for each part as listed in the machine manuals. In order to pass this competency, you must identify each part with no errors.

	Right	Wrong	Correct Use Stated
1. Hand Wheel			
2. Bobbin Winder			
3. Stitch Regulator			
4. Spool Pin			
5. Take-up Lever			
6. Needle Thread Tension			
7. Presser Bar Lever			
8. Presser Foot			
9. Throat Plate			
10. Feed Dog			
11. Needle			
12. Slide Plate			

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.2 Operates, adjusts, and maintains a domestic sewing machine.

Learning Objectives: 4.2.1 Given any of the domestic sewing machines in the sewing room, demonstrate the procedure for threading the upper threading system (top of machine) and the lower threading system (bottom of machine) according to the specifications given for the machine.

4.2.2 Given a piece of scrap fabric, demonstrate correctly how to change the stitch width control for zig-zag stitching.

4.2.3 Given a piece of scrap fabric, demonstrate correctly how to regulate length of stitches from 6 stitches per inch to 12-15 stitches per inch.

4.2.4 Given a domestic machine with decorative patterns and scrap fabric, demonstrate how to adjust the pattern selection control by stitching 6 different decorative stitch patterns.

References: machine manuals and threading charts for sewing machines.

Materials needed: sewing machines, spool of thread, scrap fabric, and thread clips or scissors

Learning Activities:

1. If you feel you can meet the above objectives already, you can skip the learning procedure and do the evaluation. If you feel you cannot thread the machine, then work through this job sheet.

2. If you are not sure how to thread the machine you have been assigned, check the threading chart found inside the face plate on the sewing machine. If you need help, please ask your instructor to show you how to thread the machine and how to wind the thread on the bobbin.

3. Practice changing the stitch width control from a small zig-zag stitch to a wider zig-zag stitch. Again, please ask your instructor for help if you are not sure about making these adjustments. Do not force any of the controls.

4. In order to make decorative stitches, you will need to practice making several rows of stitches on scrap fabric first. Try each decorative stitch your machine will do on a scrap fabric. If you like using the decorative stitches, create your own design on placemats of cotton broadcloth.

5. When you feel that you can do all the learning objectives, you are ready for the performance test.

Evaluation: Your instructor will check scrap fabric with practice stitches.

Take Post-Test--4.2.1, 4.2.2, 4.2.3, 4.2.4.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Pre-Test/Post-Test--4.2.1, 4.2.2, 4.2.3, 4.2.4.

In order to meet the standards for this competency, you must demonstrate all items below correctly. After all, if you are going to be a seamstress, you should know how to use tools of your trade.

	Correct	Incorrect
1. Demonstrate how to wind the bobbin.		
2. Demonstrate the upper threading of your machine.		
3. Demonstrate lower threading of your machine.		
4. Adjust the needle position control to the left.		
5. Adjust the needle position control to the right.		
6. Return the needle position control to the center.		
7. Adjust the stitch width control for a medium width zig-zag stitch.		
8. Regulate the stitch length control from 6 stitches per inch to 15 stitches per inch.		

9 - 14. Using the decorative pattern selector, select 6 different patterns and make a sample of each pattern. Your rows of stitching should be at least 6 to 8 inches long.

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.2 Operates, adjusts, and maintains a domestic sewing machine.

Learning Objective: 4.2.5 Given samples of stitching, label each sample as a "correct tension" or an "incorrect tension" with 100% accuracy.

4.2.6 Given samples of stitching with poor tension, explain the proper tension adjustment that will correct the tension problem according to information listed in the machine's manual.

4.2.7 Given a scrap sample, practice regulating the upper tension so that the stitches are balanced on both sides of the fabric.

References: The Singer Sewing Book by Gladys Cunningham, pages 25-27.

sewing machine manuals

Materials needed: scrap fabric, stitching samples prepared by your instructor

Learning Activities:

1. If you feel you already know about regulating tensions, you may choose to take the Pre-Test. If you feel you need more information about tensions, then work through this job sheet.

2. Read pages 25-27 in The Singer Sewing Book.

3. Correct tension is very important in stitching a garment together. The seams are much stronger and will wear longer if the tension is correctly adjusted. Ask your instructor for a piece of practice fabric. Change the upper tension dial to several positions. Note the difference in the stitches. Stitch several rows with loops on top and loops on bottom.

4. Readjust the tension so that the stitches look the same on both sides of the fabric. Ask your instructor to check your tension adjustment.

Evaluation: Take Post-Test 4.2.5, 4.2.6, 4.2.7.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Pre-Test/Post-Test--4.2.5, 4.2.6, 4.2.7

1. Label the numbered tensions samples as "correct tension" or "incorrect tension." You must answer all items in this section correctly before you can go on to the next job sheet.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. Look at samples 11-17. Each sample needs an adjustment to correct the tension. Explain the proper adjustment that will result in a good tension.

11.

12.

13.

14.

15.

16.

17.

3. This part of your test requires that you stitch the following three samples:

18. Stitch with poor upper tension.

19. Stitch with poor lower tension.

20. Stitch with balanced tension on both sides of fabric.

(Attach your samples to the test sheet. Label each sample.)

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.3 Demonstrates use of special attachments for domestic sewing machines.

Learning Objective: 4.3.1 Given a sewing machine with a built-in buttonhole feature (Deluxe Touch and Sew or Viking 5000, 6000), demonstrate the correct procedure for making three buttonholes of the same length according to directions given in the sewing machine manual. You choose the length of the three buttonholes.

References: Operator's manual for sewing machine (Viking, Singer, or other types).

Materials needed: Sewing machine with built-in buttonhole feature, scrap fabric, thread, scissors, chalk for marking buttonholes

Learning Activities:

1. Ask your instructor to demonstrate how to make buttonholes on a machine in your classroom.
2. Review the operator's manual for your machine. Be sure you know what machine adjustments are needed in order to make buttonholes--stitch width? stitch length? tension? pressure?
3. Practice making several samples of buttonholes on scrap fabric. Ask your instructor to check your buttonholes.

Evaluation: Take Performance Test--4.3.1.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Performance Test--4.3.1

25 points 1. Demonstrate how to make the sewing machine adjustments for the built-in buttonhole feature on the sewing machine.

75 points 2. Make three buttonholes the same length on scrap fabric, using a sewing machine with built-in buttonhole feature. Attach them to this test paper.

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.3 Demonstrates use of special attachments for domestic sewing machines.

Learning Objectives: 4.3.2 Given a list of parts found on the Singer Professional Buttonholer, identify all parts correctly.

4.3.3 Given a list of parts, match each part with its correct use from a second list according to the operator's manual for the Singer Professional Buttonholer.

4.3.4 Given the Singer Professional Buttonholer, make the following samples: 1. worked buttonhole 2. key hole buttonhole 3. an eyelet according to the instructional manual.

References: Operator's manual for the Professional Buttonholer.

Materials needed: Professional Buttonholer attachment, scrap fabric, thread, scissors

Learning Activities:

1. Ask your instructor to show you how to use the buttonhole attachment. Be sure you can attach the buttonholer to the sewing machine by yourself.

2. Practice making several buttonholes changing the template to make different lengths.

3. Ask your instructor to check your procedure in attaching the buttonholer, adjusting the machine, and completing a buttonhole.

4. The following include the list of parts you are to know.

   Template
   Stitch length lock
   Stitch length selector
   Feed cover plate
   Space selector lock
   Space selector
   Cloth clamp adjusting lever
   Buttonhole screw
   Cloth clamp
   Wrap-around bracket
   Fork arm
   Buttonhole cover
   Template holder
   Template cover lock
   Template cover

5. Read the operator's manual for the Professional Buttonholer. Study the parts list carefully. Practice identifying each part. You may work with another student on learning the parts and uses for each part.

Evaluation: Take Post-Test 4.3.1, 4.3.2. (Part of this test will be written and part will be a performance test.)

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name_______________________________

Date_______________________________

Post-Test 4.3.2, 4.3.3, 4.3.4

1. Demonstrate the correct procedure for attaching the Singer Professional Buttonholer.

2. Make the following 3 samples using the Professional Buttonholer:

   1. worked buttonhole
   2. key hole buttonhole
   3. an eyelet

3. Matching:

Column A

___ 1. Fastens buttonholer to sewing machine.

___ 2. Locks selector in place.

___ 3. Locks selector in place.

___ 4. Controls buttonhole stitch length.

___ 5. Holds templates in place.

___ 6. Covers bobbin case.

___ 7. Controls position of cloth clamp.

___ 8. Covers working parts.

___ 9. Holds templates.

___10. Activates buttonholer.

___11. Holds template cover in position.

___12. Fits around machine presser bar to hold buttonhole in place.

Column B

A. Template
B. Stitch length lock
C. Stitch length selector
D. Feed cover plate
E. Space selector lock
F. Space selector
G. Buttonhole screw
H. Cloth clamp
I. Wrap-around bracket
J. Fork arm
K. Buttonhole cover
L. Template holder
M. Cloth clamp adjusting lever
N. Template cover lock
O. Template cover

___13. Holds fabric in position.

___14 Controls space in center of buttonhole.

___15. Controls buttonhole style and length.

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.3 Demonstrates use of special attachments for domestic sewing machines.

Learning Objectives: 4.3.5 Given a list of parts found on the Monogrammer, match each part with its use according to the instruction manual for the Monogrammer by Singer.

4.3.6 Given the Singer monogramming attachment, demonstrate the correct procedure for attaching the monogrammer and for stitching 3 initials.

References: Instruction manual for the Monogrammer by Singer.

Materials needed: Singer Monogrammer, Singer sewing machine, scrap fabric, thread scissors

Learning Activities:

1. You should be able to identify the following parts and to state one use for each part with 100% accuracy.

   Cam
   Start line indicator
   Foot
   Cam release knob
   Cam positioner
   Red flag
   Placement guide
   Fork arm
   Attaching bracket
   Easy-slide fabric shield

2. Ask your instructor to demonstrate how to use the Monogrammer. Be sure you understand how to attach and use the Monogrammer correctly. The instruction manual is helpful in learning to use the monogrammer attachment.

3. Choose a design motif and make samples for your folder. You may do your initials or create a design using the flower can.

Evaluation: Take Post-Test 4.3.5, 4.3.6. Part of your test will be written and part will be practical demonstration.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Post-Test--4.3.5, 4.3.6

40 pts. Matching.

Column A

____ 1. Fits around machine presser bar to hold monogrammer in place.

____ 2. Aids in placement of heavy fabric under foot.

____ 3. Holds fabric in position.

____ 4. Straddles needle-bar hub, actuates monogrammer.

____ 5. Makes it easy to locate stitch design of fabric.

____ 6. Lets you know when stitching of design is completed.

____ 7. Used to position cam.

____ 8. Releases cam-advance knob, allowing the cam to be moved backwards as well as forwards.

____ 9. Used to locate cam in starting position.

____10. Controls the shape of stitch design.

Column B

A. Placement guide
B. Fork arm
C. Attaching bracket
D. Cam
E. Foot
F. Cam release knob
G. Start-line indicator
H. Red flag
I. Easy-slide fabric shield
J. Cam positioner

20 pts.
11. Demonstrate for your instructor the correct procedure for attaching the Monogrammer.

40 pts.
12. Using the monogram attachment, monogram the initials ABCD on a scrap of fabric. Place your letters in a diagonal design.

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.4 Assumes responsibility for care and maintenance of the sewing machine.

Learning Objective: 4.4.1 Given any domestic sewing machine, demonstrate those procedures listed in the operator's manual for cleaning, oiling, or lubricating the machine.

References: operator's manual for your sewing machine

Materials needed: type of oil recommended for the machine, lint brush, cleaning rags, screw driver

Learning Activities:

1. Your sewing machine is only as good as the care you give it. It is your responsibility to see that the machine is kept in good condition. If your machine is constantly in need of repairs, more than likely, it is because you are misusing it or not keeping it cleaned and oiled. A machine that is used frequently (every day) should be cleaned once a week. Ask your instructor to show you how to clean and oil your sewing machine.
2. Review the section in the operator's manual which describes procedures for maintenance or care of the sewing machine. Read pages 248-249 in Opportunities in Clothing.
3. Clean and oil your machine according to the manual specifications.
4. Now that you have learned to clean and oil your machine, it will be your responsibility to maintain the sewing machine throughout the year.

Evaluation: Your instructor will check your sewing machine after you have cleaned and oiled it.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 4.0 Develops skill in using a domestic sewing machine.

Competency: 4.5 Recognizes causes of minor sewing machine difficulties.

Learning Objective: 4.5.1 Given a list of sewing machine difficulties and probable causes, match the difficulty with the corresponding cause according to references mentioned below.

References: Experiences with Clothing by Belle Pollard, pages 44-45.

Opportunities in Clothing by Irene McDermott and J. L. Norris, pages 235-246.

Unit 111--2 in Student manual--Clothing Assitant, prepared by Home Economics Instructional Materials Center, Lubbock, Texas, pages A-95-A-97.

Materials needed: paper, pencil

Learning Activities:

1. Read several references listed above to find out what minor adjustments can be made by a sewing machine operator. Make a list of as many minor repairs as you can find. When your list is complete, give it to your instructor to be checked.

2. Discuss with your instructor or look in a sewing machine manual for information as to when it is necessary to call a repairman to assist in repairing a sewing machine. Find out from your instructor what your responsibilities will be in the classroom in fixing sewing machine difficulties. Be sure you have an understanding about what your instructor or supervisor expects of you as an operator when a machine difficulty occurs.

3. Answer the questions on pages A-96 and A-97 of Unit 111-2 in the Student manual--Clothing Assistant. When you have completed the questions, give them to your instructor to be checked.

Evaluation: The instructor will check activity 1 and 3.

Take written Post-Test--4.5.1. Complete questions 7-11 on page A-97 in Clothing Assistant, from Texas Tech.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name____________________________

Date____________________________

Post-Test--4.5.1

Answer questions 7-11 in Clothing Assistant, page A-97. Write your answers below.

7.

8.

9.

10.

11.

Required Student References for 4.0

Textbooks:

Clothing Assistant. (curriculum guide) Home Economics Instructional Materials Center, Lubbock, Texas: Tech Press, 1969.

Experiences with Clothing. Belle Pollard, Boston, Massachusetts: Ginn and Company. 1961.

Learning to Sew, Part 1, (student manual) Mary Funari, New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1974.

Opportunities in Clothing. Irene E. McDermott and Jeanne L. Norris, Peoria, Illinois: Chas. A. Bennett Co., Inc., 1971.

The Singer Sewing Book. Gladys Cunningham, The Singer Company, 1969.

Pamphlets: "How to Care and Clean the Sewing Machine"
"Student's Manual, 717"

Threading charts and guides from Singer and Viking sewing machine companies.

Buttonhole Attachment manual by Singer

Monogrammer manual by Singer

Equipment: Up to date sewing machines
Preston County Educational Center's Clothing Lab contains:
Singer School Models 717 - Zig-Zag Stretch Stitches
756 - Touch and Sew

Professional buttonholer

Monogrammer

Viking 5000

Assorted machine needles, threads, pins, scrap fabrics, and scissors

See Appendix for Publisher's List.

Name______________________________

Date______________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 5.0 Makes and finishes seams.

__________ 5.1 Demonstrates how to prepare and stitch basic seams.

__________ 5.2 Demonstrates correct use of pressing techniques when constructing straight seam, curved seams, and corner seams.

__________ 5.3 Practices seam construction and pressing techniques.

__________ 5.4 Demonstrates how to finish seams using various seam finishing techniques.

__________ 5.5 Demonstrates knowledge of when to use seams and seam finishes.

__________ 5.6 Evaluates neatness and accuracy of work, making corrections when necessary.

Comments:

Task: 5.0 Makes and finishes seams.

Competency: 5.1 Demonstrates how to prepare and stitch basic seams.

5.2 Demonstrates correct use of pressing techniques when constructing straight seams, curved seams, and corner seams.

5.3 Practices seam construction and pressing techniques.

Learning Objectives: 5.1.1 Given equipment, scraps, and instructions, prepare and stitch the following seams according to the points on the check sheet.

plain seam
enclosed seam
curved seam
corner seam
lapped seam
flatfelled seam
French seam

5.2.1 When constructing straight seams, curved seams, and corners, demonstrate pressing techniques using a seam roll, a tailor's ham, and a point presser.

5.3.1 When constructing curved seams, straight seams, and corners, demonstrate how to clip and trim seams so that they appear smooth and flat.

References: Cassette tape and flip chart--"Seams and Seam Finishes," Sewing by Sight and Sound from Butterick Publishing.

Books-- Singer Sewing Book by Gladys Cunningham, pages 81-94.

The Vogue Sewing Book by Vogue Patterns, pages 211-221.

Prepared sample folder showing samples of different seams and seam finishes. (Prepared for students by the instructor.)

Materials needed: scrap fabric, thread, sewing machines, scissors, seam roll, tailor's ham, point presser, file folders for samples, and cassette player for reference tape

Learning Activities:

1. Find the flip chart and cassette tape "Seams and Seam Finishes," Sewing by Sight and Sound. Look through the flip chart of Seams. If you like, you may want to review the information on preparing to sew a plain seam. This information will be helpful in explaining pressing techniques as well as trimming and clipping techniques.

2. Ask your instructor to show you some samples of the seams you need to do. Look at them very carefully.

3. Read the sections, "Seams, Seams, Seam," in the Singer Sewing Book or Seams, and Seam Finishes" in the Vogue Sewing Book. Review instructions for a plain seam, an enclosed seam, a lapped seam, a curved seam, a flatfelled seam, and a French seam.

4. Practice making seams until you can do them well. Select the best of each sample and place in a file folder to be checked by your instructor.

* 5. Make a pillow cover joining pieces of fabric together with a 5/8" seam allowance. Join corners so that each seam meets exactly at the center. Press each seam after you sew it. Check your work and make corrections where stitching is inaccurate.

6. Make a simple project of your own choice using different seams and seam finishes. A recommended project is the denim handbag by Butterick patterns, number 3779. You may want to add some creative touches with needlework or monogramming. Another project might be a simple quilt. Design your own quilt and put it together in class if you have time. Ideas for quilting project may be obtained from your local extension office.

Evaluation: Turn sample folder in to your instructor to be checked.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

* A pillow kit is available from the Hirol Company. Information about the cost of the kit is given in the appendix.

Name________________________________

Date________________________________

5.1
Check Sheet

Each of your seam samples should meet these standards.

Plain Seam

5/8" seam allowance
Stitching secured at beginning and end of seam
Seams pressed open
Correct tension (stitches same on both sides)

Curved Seam

5/8" seam allowance
Stitching secured at beginning and end of seam
Correct tension
Edges of seam allowance lie flat and even

Enclosed Seam

5/8" seam allowance
Stitching secured at beginning and end of seam
Correct tension
Seam pressed open so that seam edges will be sharp
Turned and pressed flat so that seam allowance appears on inside

Lapped Seam

One edge lapped 5/8" over the 5/8" seamline of the other edge
Stitched through center (choice of zig-zag or straight stitch
Correct tension

Corner Seam

5/8" seam allowance
Corner trimmed correctly
Stitching secured at beginning and end of seam
Correct stitching (Stop within 1" of corner; change stitch length to 15 per inch; stitch corner and 1" past corner; change to larger stitch)

Flatfelled Seam

Stitching secured at beginning and end of seam
Correct tension
Stitching even distance from seamline and edge turned under
Seam formed correctly
Well pressed

French Seam

Correct tension
Stitching secured at beginning and end of seam
Finished seam measures 1/4" or less
No raw edges of seam allowance visible from right side
Well pressed

Task: 5.0 Makes and finishes seams.

Competency: 5.4 Demonstrates how to finish seams using various seam finishing techniques.

Learning Objective: 5.4.1 Given equipment, scraps, and instructions, prepare 5/8" plain seams and complete the following seam finishes according to the references listed below.

machine stitched finish
machine stitched and pinked finish
machine zig-zag finish
machine stitched and overcast finish
turn and edgestitched finish
bound finish

References: Cassette tape and flip chart--"Seams and Seam Finishes," Sewing by Sight and Sound from Butterick Publishing.

Books-- Singer Sewing Book by Gladys Cunningham, pages 81-94.

The Vogue Sewing Book by Vogue Patterns, pages 211-221.

Prepared sample folder showing samples of different seams and seam finishes. (Prepared for students by the instructor)

Materials needed: scrap fabric, thread, sewing machine, scissors, pinking shears, hand sewing needle, steam iron, ironing board, cassette player

Learning Activities:

1. Ask your instructor to show you some samples of the seam finishes you need to do. Look at them very carefully.

2. Find the flip chart and cassette tape "Seams and Seam Finishes," Sewing by Sight and Sound. Find the side on seam finishes. While listening to the tape, you may want to stop and complete the seam finishes as directed.

3. You may choose to find the seam finishes in The Vogue Sewing Book or in the Singer Sewing Book. Read carefully and follow directions. Ask your instructor for help when you are sure of the directions.

4. Practice making the seam finishes until you can do them well. Select the best of each sample and place them in a folder.

Evaluation: Turn sample folder in to your instructor to be checked.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name______________________________

Date______________________________

5.4
Rating Sheet

Examine each sample carefully. Rate your samples on the following scale.

	Poor	Fair	Average	Good	Excellent
1. Overall neatness	1	2	3	4	5
2. Accuracy of stitching	1	2	3	4	5
3. Threads securely fastened and clipped	1	2	3	4	5
4. Stitching is not puckered along stitching line	1	2	3	4	5
5. Seams pressed flat so that right side appears smooth	1	2	3	4	5
6. Correct seam allowance for each seam	1	2	3	4	5

Total your points: ______________________________

Add each column together. Total ______________________________

How did you do?		
	33-35	Excellent seamstress
	30-32	Good seamstress
	27-29	Average seamstress
	24-26	Below average seamstress
	0-23	Unacceptable seamstress

Comments:

Task: 5.0 Makes and finishes seams.

Competency: 5.5 Demonstrates knowledge of when to use seams and seam finishes.

Learning Objectives: 5.5.1 Given several seam samples, identify each seam correctly and list at lease 2 places where the seam can be used in garment construction.

plain seam
enclosed seam
curved seam
corner seam
lapped seam
flatfelled seam
French seam

5.5.2 Given samples of seam finishes, identify each finish correctly and state the conditions of the fabric for which the finish is suitable according to "Seams and Seam Finishes" from Butterick Publishing.

machine stitched finish
machine stitched and pinked finish
machine zig-zag finish
machine stitched and overcast finish
turn and edgestitched finish
bound finish

References: Cassette tape and flip chart--"Seams and Seam Finishes," Sewing by Sight and Sound from Butterick Publishing.

Books -- Singer Sewing Book by Gladys Cunningham, pages 81-94.

The Vogue Sewing Book by Vogue Patterns, pages 211-221.

Prepared sample folder showing samples of different seams and seam finishes. (Prepared for students by the instructor.)

Materials needed: Student sample folder, paper, pencil, reference books

Learning Activities:

1. Review prepared sample folder which shows the seams and seam finishes. By now you should be able to name and spell each seam and finish correctly. It's time to find out where each of these techniques can be used.
2. Review one or more of the references listed above to find where each seam and seam finish is used. What type of garments? fabrics? etc.
3. Label each seam in your sample folder and write below as many uses for each seam and seam finish as you can find.

Evaluation: Take written Post-Test--5.5.1, 5.5.2.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name______________________________

Date______________________________

Post-Test--5.5.1, 5.5.2

Identify the seams as numbered. State 2 places where each seam can be used in garment construction.

1.
a.
b.

2.
a.
b.

3.
a.
b.

4.
a.
b.

5.
a.
b.

6.
a.
b.

Identify the seam finishes as numbered. State the condition of the fabric for which the finish is suited.

7.
a.
b.

8.
a.
b.

9. a.

b.

10. a.

b.

11. a.

b.

Task: 5.0 Makes and finishes seams.

Competency: 5.6 Evaluates neatness and accuracy of work, making corrections when necessary.

Learning Objective: 5.6.1 Using your sample folder of seams and finishes, evaluate your samples according to the Rating Sheet for Seams and Seam Finishes.

References: Cassette tape and flip chart--"Seams and Seam Finishes," Sewing by Sight and Sound from Butterick Publishing.

Books -- Singer Sewing Book by Gladys Cunningham, pages 81-94.

The Vogue Sewing Book by Vogue Patterns, pages 211-221.

Materials needed: student sample folder with seam and seam finish samples, rating sheet, pencil and paper

Learning Activities:

1. Now that you have constructed your sample seams and finishes, what kind of job did you do? Take some time and look at your work. Are you satisfied with your samples? Did you sacrifice accuracy in order to get them done as quickly as possible?

2. Check your samples using the Rating Sheet for Seams and Seam Finishes. Review the references above if you are not sure about construction. Total the points to see how well you did. Any major mistakes can be corrected at this time.

Evaluation: Turn all work for Task 5 in to your instructor to be checked.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name____________________

Date____________________

5.6
Rating Sheet for Seams and Seam Finishes

Check the blank that best describes your sample.

	Could be Improved	Looks Great
Plain Seam		
5/8" seam allowance	____	____
Stitching secured at beginning and end of seam	____	____
Seams pressed open	____	____
Correct tension used	____	____
Curved Seam		
5/8" seam allowance	____	____
Stitching secured at beginning and end of seam	____	____
Correct tension used	____	____
Edges of seam allowance lie fiat and even	____	____
Enclosed Seam		
5/8" seam allowance	____	____
Stitching secured at beginning and end of seam	____	____
Correct tension used	____	____
Seam pressed open so that seam edges will be sharp	____	____
Turned and pressed flat so that seam allowance appears on inside	____	____
Lapped Seam		
One edge lapped 5/8" over the 5/8" seamline of the other edge	____	____
Stitched through center (zig-zag of straight stitch)	____	____
Correct tension used	____	____
Corner Seam		
5/8" seam allowance	____	____
Corner trimmed correctly	____	____
Stitching secured at beginning and end of seam	____	____
Accurate stitching; corner reinforced properly	____	____

	Could be Improved	Looks Great
Flatfelled Seam		
Stitching secured at beginning and end of seam		
Correct tension used		
Stitching even distance from seamline and edge turned under		
Seam formed correctly		
Well pressed		
Machine Stitched Finish		
5/8" seam used		
Stitching secured at beginning and end of seam		
Seam pressed flat		
Machine stitching on seam allowance accurate		
Stitching does not pucker		
Machine Stitched and Pinked Finish		
5/8" seam used		
Stitching secured at beginning and end of seam		
Seam pressed flat		
Machine stitching on seam allowance accurate		
Pinking done at seam edge		
Machine Zig-Zag Finish		
5/8" seam used		
Stitching secured at beginning and end of seam		
Seam is pressed flat		
Stitching does not pucker		
Zig-zag stitching appears at seam edge		
Turn and Edgestitched Finish		
5/8" seam used		
Stitching secured at beginning and end of seam		
Seam pressed flat		
Stitching does not pucker		
Edge of seam allowance turned under evenly along seam		
Edgestitching is even and accurate along seam allowance		

	Could be Improved	Looks Great
Machine Stitched and Overcast Finish		
5/8" seam used	________	________
Stitching secured at beginning and end of seam	________	________
Seam is pressed flat	________	________
Stitching does not pucker	________	________
Machine stitching on seam allowance is even distance from seam edge	________	________
Overcast stitching is accurate and evenly spaced	________	________
Bound Seam Finish		
5/8" seam used	________	________
Stitching secured at beginning and end of seam	________	________
Seam pressed flat	________	________
Bias tape stitched 1/4" from seam edge	________	________
Bias tape turned around seam edge evenly	________	________
Stitching on bias tape accurate	________	________
Total your points (1 point for each blank)	________	________

How did you do?

53-58 Excellent seamstress
47-52 Good seamstress
42-46 Average seamstress
36-41 Below average seamstress
0-35 Unacceptable seamstress

Comments:

Name____________________________________

Date____________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 6.0 Applies zippers.

____________ 6.1 Recognizes zipper applications and zipper types sold at notion counters.

____________ 6.2 Demonstrates correct procedure for attaching and adjusting a zipper foot.

____________ 6.3 Demonstrates technique for sewing a lapped zipper.

____________ 6.4 Demonstrates technique for sewing a centered zipper.

____________ 6.5 Demonstrates technique for sewing an invisible zipper.

____________ 6.6 Demonstrates technique for sewing an exposed zipper.

____________ 6.7 Demonstrates technique for sewing a front fly.

____________ 6.8 Evaluates zipper application for neatness and accuracy.

Comments:

Task: 6.0 Applies zippers.

Competency: 6.1 Recognizes zipper applications and zipper types sold at notion counters.

Learning Objectives: 6.1.1 Given a display of zippers, identify with no errors the skirt or neckline zipper, the dress or neckline zipper, the invisible zipper, and the separating zipper.

6.1.2 Given prepared samples of different zipper applications, identify the invisible application, the center application, the lapped application, the exposed application, and front fly closure with no errors.

References: Student Booklet--Talon Makes It by Talon Educational Service.

The Vogue Sewing Book, revised edition, pages 94 and 95.

Materials needed: zipper application samples (to be prepared by instructor)
assorted zippers purchased from stores

Learning Activities:

1. If you feel you can identify those zipper applications and types of zippers listed in the objective above, you may want to take the Pre-Test and skip the rest of the activities.

2. Look at the types of zippers your instructor has collected. Try to name each zipper correctly.

3. Look at the zipper application samples your instructor has displayed. Have you used any of these applications before this class? Discuss each sample with your instructor.

4. Visit a store where fabric and notions are sold. Make a list of all the different zippers on sale. If you see a zipper that is unfamiliar to you ask your instructor for information concerning this zipper.

5. Research the history of the zipper. Check the reference materials in your class and the libraries available for information. Write a report or make a report to the class.

Evaluation: Take written Post-Test--6.1.1, 6.1.2.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Pre-Test/Post-Test--6.1.1, 6.1.2

Identify each of the zipper applications displayed.

1.

2.

3.

4.

5.

Identify each of the zipper styles displayed.

6.

7.

8.

9.

*In order to pass this test you must identify all items correctly before you can go on to the next competency. If you fail to identify all items correctly then you must review this job sheet with your instructor before you can go on to the next competency.

Task: 6.0 Applies zippers.

Competency: 6.2 Demonstrates correct procedure for attaching and adjusting a zipper foot.

Learning Objective: 6.2.1 Given a zipper foot, demonstrate how to attach the foot on a sewing machine and adjust it for stitching on the right and left sides of the needle according to the instructions listed in the operator's manual.

References: Operator's manual for sewing machine.

Textbooks--Experiences with Clothing by Belle Pollard, pages 52 and 53.

Dress, The Clothing Textbook by Eleanor Gawne and Bess Oerke, page 525.

Materials needed: Singer sewing machine, Viking sewing machine, zipper foot

Learning Activities:

1. If you feel you can attach and adjust the zipper foot, then you may skip the rest of the activities and take the Pre-Test.

2. Ask your instructor to show you how to attach the zipper foot. Practice adjusting the foot to the right and left side of the needle.

3. Review the sewing machine manual. Some sewing machines require a different style of foot. Be sure you can use the zipper foot for each of the sewing machines in your sewing room.

Evaluation: Take Pre-Test/Post-Test--6.2.1.

The test will be a performance test on attaching zipper foot.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Pre-Test/Post-Test--6.2.1

25 points for each item

1. Demonstrate the correct method of attaching a zipper foot on each type of sewing machine in your clothing room.

	Right	Wrong
A. Remove regular presser foot.		
B. Attach zipper foot to needle bar.		
C. Adjust zipper foot to right side of needle.		
D. Adjust zipper foot to left side of needle.		

* In order to pass this performance test you must demonstrate how to correctly attach and adjust the zipper foot for your instructor. If you fail to do this properly then you must review this job sheet (6.2.1) with your instructor before you can go on to the next competency.

Task 6.3 Applies zippers.

Competencies: 6.3 Demonstrates technique for sewing a lapped zipper.
6.4 Demonstrates technique for sewing a centered zipper.
6.8 Evaluates zipper application for neatness and accuracy.

Learning Objectives: 6.3.1 Given zippers and scrap fabric, prepare 2 samples: a lapped zipper and a zipper placket, according to instructions found in several of the references listed below.

6.4.1 Given a zipper and scrap fabric, prepare a sample of a centered zipper according to instructions found in references listed below.

6.8.1 After completing each zipper sample, evaluate the samples according to the zipper application check sheet.

References: Dress, The Clothing Textbook, by Eleanor Gawne and Bess Oerke, page 574.

Experiences with Clothing, by Belle Pollard, pages 360-361.

Singer Sewing Book, by Gladys Cunningham, pages 176-184.

Student Booklet--Talon Makes It, pages 12-13.

The Vogue Sewing Book, revised edition, pages 330-331.

Today's Custom Tailoring, by Ethel Wyllie, pages 228-231.

Materials needed: zipper foot, 2 skirt or neckline zippers, scrap fabric longer than zippers, thread, sewing machine, scissors

(You may use old zippers from rummage clothing or used clothing from closets and attics.)

Learning Activities:

1. Discuss the meaning of the words: lapped application, centered application, and placket.

2. Lapped and centered applications are commonly used in making skirts, slacks, and dresses. Watch as your instructor demonstrates how to install a lapped and centereed zipper. Study each sample carefully. You should be able to use these methods without constant assistance. Practice each method several times.

3. If you are still unsure about sewing your sample zippers, read the directions in the references listed for this job sheet or view a filmstrip which shows how to do a lapped and centered zipper application.

4. Mount and label your best samples in a file folder.

5. As an extra activity, you might like to sew a pillow cover or a skirt using one of the zipper methods.

Evaluation: Your instructor will check your zipper samples.

Evaluate your zipper samples according to the zipper application check sheet.

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

Task: 6.0 Applies zippers.

Competencies: 6.5 Demonstrates technique for sewing an invisible zipper.
6.8 Evaluates zipper application for neatness and accuracy.

Learning Objectives: 6.5.1 Given an invisible zipper and scrap fabric, prepare a sample according to the references listed below for invisible zippers.

6.8.2 After completion of the invisible zipper sample, evaluate your sample according to the zipper application check sheet.

References: Student Booklet--Talon Makes It, pages 10-11.

The Unique Invisible Handbook, by Unique Zipper Distributing Service.

Today's Custom Tailoring, by Ethel K. Wyllie, pages 233-235.

The Vogue Sewing Book, revised edition, pages 328-329.

Materials needed: invisible zipper foot, invisible zipper, scrap fabric, sewing machine, thread, scissors

Learning Activities:

1. Find the invisible zipper foot. Ask your instructor to show you how to put it together and how to attach it to your sewing machine.
2. Review one of the references listed above.
3. Gather the materials needed for completing your sample. The cost of an invisible zipper ranges from 60 cents up.
4. Ask your instructor to help you prepare your invisible zipper sample.
5. Mount and label your sample in a file folder. The samples you have been preparing may serve as a guide to you at a later time.

EVALUATION: Your instructor will check your invisible zipper sample.

Evaluate your zipper sample according to the zipper check sheet.

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

Task: 6.0 Applies zippers.

Competencies: 6.6 Demonstrates technique for sewing an exposed zipper.
6.8 Evaluates zipper application for neatness and accuracy.

Learning Objectives: 6.6.1 Given a zipper and scrap fabric, prepare an exposed zipper sample according to the instructions outlined in Talon Makes It.

6.8.3 After completing the exposed zipper sample, evaluate the sample according to the zipper application check sheet.

References: Student Booklet--Talon Makes It, page 22.

The Vogue Sewing Book, (for women) pages 332-333, (for men) pages 425-237

Materials needed: zipper, zipper presser foot, sweater or knit fabric, interfacing, thread, scissors, pins or scotch tape, ruler

(You may use old 7 inch zippers.)

Learning Activities:

1. Exposed zippers are meant to be seen. Look at the sample your instructor has prepared. Have you seen this type of zipper before? Watch as your instructor demonstrates the method for installing an exposed zipper.

2. Read the information in Talon Makes It, before attempting to make your sample.

3. Gather materials needed for completing your sample. If you have a knit top in need of an exposed zipper, you might want to use this for your sample rather than prepare a scrap sample.

4. Construct your sample and mount in the sample folder.

Evaluation: Your instructor will check your exposed zipper sample.

Evaluate your exposed zipper sample according to the zipper application check sheet.

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

Task: 6.0 Applies zippers.

Competencies: 6.7 Demonstrates techniques for sewing a front fly.
6.8 Evaluates zipper application for neatness and accuracy.

Learning Objectives: 6.7.1 Given a trouser or skirt zipper and scrap fabric cut in the shape of pant's front, prepare a front fly sample according to a demonstration by the instructor.

6.8.4 After completing the fly application sample, evaluate your sample according to the zipper application check sheet.

References: Talon for Teachers only, Card No. 8.

Student Booklet--Talon Makes It, page 21.

Materials needed: zipper, regular presser foot, scrap fabric cut in the shape of pants, sewing machine and scissors, pins

Learning Activities:

1. This is one zipper application you will enjoy using in making blue jeans or in making men's slacks. Look at the sample your instructor has prepared. Watch as your instructor demonstrates the method for installing the front fly.
2. Gather materials needed for completing your sample. Cut scrap fabric from pants pattern using the crotch to waist section.
3. Ask help from your instructor in preparing the sample.
4. Mount and label your sample in file folder.

Evaluation: There is no written test for this job sheet.

Evaluate your zipper sample according to the check sheet.

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

Name______________________________

Date______________________________

6.8.4
Check Sheet For Zipper Application

Rate your zipper samples on the following points.

	Good	Needs Improvement
1. Correct tension.		
2. Stitches securely fastened at beginning and end of stitching line.		
3. Accurate top stitching for: a. lapped application		
b. centered application		
c. exposed application		
d. front fly		
4. Bottom of zipper tape anchored to seam allowance.		
5. Zipper sewn correctly.		
6. Well pressed.		
7. Hanging threads removed.		
8. Zipper teeth enclosed.		

Comments:

Required Student References for Task Area 6.0

Textbooks:

Dress: The Clothing Textbook. Eleanor Gawne and Bess V. Oerke, Peoria: Chas. A. Bennet, 1969.

Experiences with Clothing. Belle Pollard, Boston, Massachusetts: Ginn and Company. 1961.

Today's Custom Tailoring. Ethel Wyllie, Peoria, Illinois: Chas. A. Bennet Co., Inc., 1971.

The Singer Sewing Book. Gladys Cunningham, The Singer Company, 1969.

The Vogue Sewing Book. New York, New York: Vogue Patterns, Butterick Division-American Can Company. 1972.

*Unique Invisible Handbook, (part of Kit--includes everything one needs to teach invisible zippers), Unique Zipper Distributing Service.

Cassette Tape and Flip Chart, "Applying Zippers," Sewing by Sight and Sound, Butterick Publishing, Division of American Can Company, 161 Sixth Avenue, New York.

Equipment: Sewing machines with zipper foot attachments
Assorted zipper types, scrap fabrics, and threads--may be obtained at local garment factory.
Scissors

*Kit Includes: lesson plans
15 metal Unique Invisible zippers
15 polyester Unique Zippers
30 Handbooks
2 Wall Charts
unique zipper feet

See Appendix for Publisher's list.

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 7.0 Develops dressmaking skills.

___________ 7.1 Demonstrates how to measure the human figure correctly.

___________ 7.2 Selects and uses a commercial pattern.

___________ 7.3 Uses basic construction techniques in sewing a garment.

___________ 7.4 Uses proper pressing techniques throughout garment construction.

___________ 7.5 Evaluates garment construction.

Comments:

Task: 7.0 Develops dressmaking skills.

Competency: 7.1 Demonstrates how to measure the human figure correctly.

Learning Objectives: 7.1.1 Given information on measuring the human figure, demonstrate how to take body measurements for custom fitting garments.

7.1.2 Using any commercial pattern book, determine your figure type and size based on your own body measurements.

References: Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 272-275.

Singer Sewing Book by Gladys Cunningham, pages 31-36.

Vogue Sewing Book from Vogue Patterns, pages 104-111.

Materials needed: tape measure, pencil, paper

Learning Activities:

1. The first step in becoming a dressmaker is learning which body measurements to take and how to take them correctly. Review references above for information on how to take measurements. Make a chart for recording those measurements you will need to take.

2. Select a partner with whom you can work as you cannot measure yourself. Your partner must do this for you. Practice measuring each other. Remove any bulky clothing that may cause you to measure bigger than you actually are. Record body measurements on your chart.

3. Looking at the pattern book or chart, find the basic figure types. Select a figure type that best represents you. Using references available to you in the classroom describe the characteristics of each figure type.

4. Compare your measurements with those in the pattern catalog. Select the pattern size that comes the closest to your bust/chest measurement.

5. Practice taking measurements of other persons as if they were a customer. Determine their figure types and pattern sizes.

Evaluation: Instructor will check your measurement chart.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 7.0 Develops dressmaking skills.

Competency: 7.2 Selects and uses a commercial pattern.

Learning Objectives: 7.2.1 Using the measuring chart as a guide, select a pattern which features a collar, long sleeves with cuffs, and a front closure according to your correct pattern size.

7.2.2 Looking at the pattern envelope back, prepare a list of items needed to sew a garment.

7.2.3 Using the back of the selected pattern envelope, purchase the correct amount of suitable fabric according to the amount stated on the yardage chart.

References: Student booklet: "Know Your Pattern" from Simplicity Educational Division.

The Vogue Sewing Book, pages 120-122.

Materials needed: pattern and fashion fabric

Learning Activities:

1. The garment you make can be a dress or shirt/blouse. It must have a collar, long sleeves with cuffs, front closure (buttonholes or zipper). Keeping this in mind select a pattern from one of the pattern books available to you. Discuss your selection with your teacher. If you do not have such sewing experience, you may choose a pattern that has pockets, yokes, etc. The more details, the more difficult the pattern.

2. Read the section "Look at Envelope Back", from Simplicity "Know Your Pattern".

3. Examine your pattern envelope carefully. List the kinds of information you see. Compare your list with that of other classmates for differences or similarities.

4. Before you go to a fabric shop be sure to have your shopping list prepared. Check to see if your pattern calls for interfacing, zipper, or other special notions. The salesclerk should be able to help you locate suitable fabric.

[illegible]. Discuss the meaning of nap. Find several samples of fabric with nap. What is the meaning of with nap/without nap when written on envelope back?

Find out what the references have to say about allowance, extra fabrics for plaids and fabric with one way designs.

Evaluation: Instructor will check pattern selection and prepared shopping list.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 7.0 Develops dressmaking skills.

Competency: 7.2 Selects and uses a commercial pattern.

Learning Objectives: 7.2.4 Using the commercial pattern, compare pattern measurements against body measurements to determine if alterations are necessary under instructor's supervision.

7.2.5 If alterations are necessary, make adjustments of flat piece according to flat pattern alterations given in The Vogue Sewing Book.

7.2.6 Given references on flat pattern alterations, prepare small scale samples that show how each of the following simple adjustments are made:

1. lengthening bodice front.
2. shortening bodice back.
3. reducing waist and hips less than 2 inches.
4. enlarging waist and hips less than 2 inches.
5. reducing waist and hips more than 2 inches.
6. enlarging waist and hips more than 2 inches.
7. lengthening long sleeve.
8. shortening long sleeve.

References: Student booklet: "Know Your Pattern" from Simplicity Educational Division.

The Vogue Sewing Book, pages 117-119, 126-131.

Materials needed: commercial pattern, pencil, scissors, tape measure, brown wrapping paper or construction paper

Learning Activities:

1. Sort your pattern pieces according to the view you wish to make and identify all markings on each piece. If there are markings you do not recognize, ask your instructor to explain them to you. Write your name on each pattern piece.

2. Study wall charts 2 and 3, on the Pattern Pieces, from student booklet, "Know Your Pattern". See if you can identify all markings found on the charts.

3. Read information given in The Vogue Sewing Book on flat pattern adjustments, pages 116-131. Draw a small scale sample of each pattern piece listed in learning objective 7.2.7. Cut the pattern pieces out of brown wrapping paper or construction paper. (Samples need to be at least 6 inches high.) Based on information you have just read, show how each adjustment is to be made. Label each adjustment and place in a file folder.

4. You are now ready to compare your measurements with those of the pattern measurements. Determine first what adjustments you need. Discuss each adjustment with your instructor. After your instructor approves your alterations, you may adjust each pattern piece.

5. Before you pin the pattern on fabric, check to see if your fabric has been pre-shrunk, or is straight on grain. Take time to prepare your fabric properly.

6. Pin pattern on fabric placing pins perpendicular to cutting line. Measure from straight of grain lines to selvage edge on each piece. Ask your instructor to check your pattern layout before cutting any of the pieces.

7. Once your instructor approves you may proceed to cut each piece.

Evaluation: Instructor will check flat pattern samples and commercial pattern adjustments.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 7.0 Develops dressmaking skills.

Competencies:
7.3 Uses basic construction techniques in sewing a garment.
7.4 Uses proper pressing techniques throughout garment construction.

Learning Objectives:

7.3.2 Given scrap fabric demonstrate how to transfer markings for 2 darts to fabric, one using tailor tacks and one using tracing wheel and tracing paper.

7.3.2 & 7.4.1 Given scrap fabric and a pattern for darts stitch 2 dart samples so that the finished darts are even in length and pressed to lie flat with no imprints visible on the right side.

7.3.3 Given scrap fabric and a pattern for a placket prepare a continuous placket sample for a sleeve cuff according to available references.

References: Vogue Sewing Book, pages 222-224.

Materials needed: scrap fabric, needle, thread, tracing wheel, tracing paper

Learning Activities:

1. Watch as your instructor demonstrates how to transfer dart markings.
2. Mark 2 darts on scrap fabric. Use tracing wheel and paper to mark one dart and tailor tacks for the second dart. Which method do you prefer? What are the advantages and disadvantages of using both methods? What types of fabric would each method be best suitable?
3. View a filmstrip or watch as your instructor demonstrates the proper stitching and pressing techniques for sewing darts.
4. Stitch and press your dart samples.
5. Transfer all pattern markings (dots, folding lines, etc.) to your cutout garment using the marking method appropriate for your fabric.

6. Review directions for constructing sleeve placket on pages 318-319, Vogue Sewing Book and 185-186 Singer Sewing Book. Make your sample according to directions.

Evaluation: Instructor will check dart transfer markings and stitching samples.

When your instructor has certified that you have achieved this competency, you may go on to the next job sheet.

Task: 7.0 Develops dressmaking skills.

Competencies: 7.3 Uses basic construction techniques in sewing a garment.
7.4 Uses proper pressing techniques throughout garment construction.

Learning Objectives: 7.3.3 Using the pattern guidesheet or procedures described in available references, construct the garment in class under the instructor's supervision.

7.4.2 Given a steam iron, demonstrate the difference between pressing and ironing according to instructor's satisfaction.

7.4.3 During garment construction press garment according to pressing techniques described in the Vogue Sewing Book.

References: Opportunities in Clothing 258-306.

Singer Sewing Book by Gladys Cunningham, pages 100-104.

Vogue Sewing Book, pages 341-351.

Materials needed: straight needle sewing machine, pins, scissors, clips, steam iron, pressing ham, point presser

Learning Activities:

1. At this stage your garment should be cut out, pattern markings transferred to fabric and pattern pieces removed. Before you do any stitching make a fitting plan and schedule for construction. Read section on fitting, pages 348-351, in the Vogue Sewing Book for information on fitting. Make an arrangement for fitting sessions with your partner.

2. Prepare a demonstration which shows the difference between pressing and ironing, based on information on pages 341-347 in Vogue Sewing Book.

3. Follow your plan to construct your garment. Record progress on the plan each day. Be sure to remove all hanging threads and to give garment final pressing. Hang garment up on hanger at end of day once shoulder seams are stitched.

Evaluation: Instructor will review your plan and your daily progress.

Instructor will view your demonstration on pressing and ironing.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 7.0 Develops dressmaking skills.

Competency: 7.5 Evaluates garment construction.

Learning Objectives: 7.5.1 Using references available in the classroom, design a garment evaluation chart which rates finished garment on the following items:

- appearance of garment
- pressing
- fit of garment
- accurate stitching
- seams finished properly
- collar
- sleeves
- cuffs
- closure (buttonholes properly placed, zipper stitched correctly)

7.5.2 Using the garment evaluation chart, evaluate your garment according to standards set by the students.

References: Vogue Sewing Book
Singer Sewing Book
Opportunities in Clothing

Materials needed: paper, pencil

Learning Activities:

1. A dressmaker must learn to be her own critic. A successful seamstress will want to please her customers with her quality of workmanship. How do you feel about the quality of your garment? Do you feel good about wearing your garment? Think for a few minutes about these questions.

2. Can you recognize good workmanship? Make a list of qualities you would expect to find in your garment. After you have made your list form a class discussion group. Discuss the meaning of quality workmanship. On a blackboard, list the points by which you are to evaluate your garments. (Points in learning objective.) Decide what the standard will be. Make a chart listing these standards.

3. Rate yourself. Compare your garment with the standards on the chart. Write your evaluation on the chart.

4. Invite a professional dressmaker to class to speak on the following questions:

    1. What is quality workmanship?
    2. How are customers obtained?
    3. How are problems with customers handled?
    4. How does a dressmaker estimate the time it will take to complete a garment?
    5. How is the price for sewing a garment determined?
    6. What type of records are kept on each customer?

5. If time permits set up a dressmaking shop in school. Determine the type of garments you will sew and the price you will charge. Make out forms for keeping records of each customer. Set a date for the close of your dressmaking shop. Decide how job assignments will be handled.

Evaluation: Instructor will evaluate student's garment according to evaluation chart.

When your instructor certifies that you have achieved this competency you may go on to the next job sheet.

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 8.0 Works with knit fabrics.

___________ 8.1 Identifies different types of knit fabrics.

___________ 8.2 Demonstrates knowledge of terms when sewing knits.

___________ 8.3 Demonstrates techniques for measuring stretch.

___________ 8.4 Demonstrates how to apply neck trims.

___________ 8.5 Evaluates stitching for neatness and accuracy.

Comments:

Task: 8.0 Works with knit fabrics.

Competencies: 8.1 Identifies different types of knit fabrics.
8.2 Demonstrates knowledge of terms used when sewing knits.

Learning Objectives: 8.1.1 Given samples of knit fabrics, identify sample as being single knit, double knit, sweater knit, or rib knit.

8.2.1 Given a list of terms, define each term according to definitions given in references for this job sheet.

References: Everything About Sewing Knits from Vogue Patterns, pages 6-8.

"Knit Know-How" from West Virginia University Appalachian Center.

Sewing Knits by Judy Lawrence.

Materials needed: knit scraps (provided by instructor), paper, pencil

Learning Activities:

1. Ask your instructor to show you the following samples:

   double knit
   sweater knit
   tricot
   single knit
   rib knit

2. Complete the Worksheet--"Identification of Knit Fabrics." Be sure you can tell the difference between each of the knit samples.

3. Working with knit fabrics requires that you learn some special words. The list of terms you are to know include:

   placket
   ribbing
   cotton knit
   tricot
   resilience
   roller foot
   neckline trim
   stable knit
   nylon
   warp knit
   pilling
   recovery
   single knit
   double knit
   mitered V neck trim
   tubular knit
   jersey
   polyester
   stretchable knit
   ball point needle

Write out the definition of each term on paper. Use the references listed above. If you are having trouble with some of the definitions, ask your instructor for help.

4. Discuss the meaning of each term with your instructor or participate in a class discussion on the meaning of each term as it relates to sewing.

5. As an extra learning activity you might want to complete the "Seek-a-Word" puzzle on the following page or play "Spin the Bottle" with classmates. These activities can be fun ways to learn the meanings of each term. Form a circle, placing a bottle in the center. The instructor will spin the bottle the first time. The person towards which the bottle is pointing when it has stopped spinning must define the term as called by the instructor. Each person giving the correct answer scores 1 point. At the end of a 15 minute period, the person scoring the most points wins the game.

Evaluation: Take written Post-Test--8.1.1, 8.2.1.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name_______________________________

8.0
Identification of Knit Fabrics

A good seamstress must be able to identify various knit fabrics. There are many types of knits available for home sewing. They may vary in appearance, weight, fiber content, loop configuration, and texture.

Your task is to identify the following types of knit: single knit, double knit, sweater knit, rib knit, and tricot. Write a definition of each type of knit beside the term below and cut a sample swatch 2" X 2" and staple in the appropriate space.

1. single knit-

2. double knit-

3. tricot-

4. sweater knit-

5. rib knit-

8.1

"Seek-a-Word"

Find the words listed below. Words may be found vertically, horizontally, forwards, backwards; some may be found diagonally, also. Many letters are used in two or more words.

List:
- placket
- ribbing
- cotton knit
- tricot
- resilience
- roller foot
- neckline trim
- stable knit
- nylon
- warp knit
- pilling
- recovery
- single knit
- double knit
- mitered-v neck trim
- tubular knit
- jersey
- polyester
- stretchable knit
- ball point needle
- OTHER SEWING TERMS

Example: B P I N S E C N E I L I S S R T

B	P	I	N	S	E	C	N	E	I	L	I	S	S	R	T
A	T	O	O	T	Z	D	O	U	B	L	E	K	N	I	T
L	O	P	L	A	C	K	N	T	I	S	E	A	M	F	K
L	C	X	M	B	L	A	S	T	T	R	Q	C	N	E	R
P	I	P	I	L	L	I	N	G	U	O	S	N	O	B	E
O	R	O	T	E	P	I	N	N	B	S	N	T	L	O	A
I	T	L	E	K	I	S	S	I	U	S	Q	K	Y	B	D
N	I	Y	R	N	L	S	I	B	L	I	R	O	N	B	X
T	N	E	E	I	O	X	N	B	A	Ç	E	V	A	I	T
N	K	S	D	T	O	L	G	I	R	S	C	L	E	N	T
E	E	T	V	O	P	S	L	R	K	B	O	T	N	I	R
E	L	E	N	O	S	H	E	E	M	S	V	A	R	B	I
D	B	R	E	F	E	A	K	S	I	H	E	I	E	E	C
L	A	K	C	R	W	K	N	I	T	U	R	L	T	E	O
E	H	J	K	E	I	E	I	L	O	C	Y	O	T	S	Y
N	C	E	T	L	N	P	T	I	N	K	P	R	A	W	Q
Y	T	R	R	L	G	A	J	E	R	S	E	Y	P	A	N
L	E	S	I	O	A	T	U	N	O	T	T	U	B	W	Y
O	R	E	M	R	U	T	U	C	L	I	P	P	E	R	L
N	T	Y	R	E	V	O	C	E	R	T	I	R	O	N	O
E	S	O	O	M	I	R	T	E	N	I	L	K	C	E	N

Designed by Iris Bolyard, student at Preston County Educational Center

Name_________________________________

Date_________________________________

Post-Test--8.1.1, 8.2.1

5 points for each item. Define the following terms in a sentence.

1. ball point needle-

2. placket-

3. stable knit-

4. polyester-

5. roller foot-

6. double knit-

7. recovery-

8. pilling-

9. mitered V neck trim-

10. nylon-

11. stretchable knit-

12. single knit-

13. resilience-

14. warp knit-

15. tricot-

16. ribbing-

17. cotton knit-

18. tubular knit-

19. jersey-

20. neckline trim-

Identify the 5 knit samples your instructor has displayed.

1.

2.

3.

4.

5.

Task: 8.0 Works with knit fabrics.

Competency: 8.3 Demonstrates techniques for measuring stretch.

Learning Objectives: 8.3.1 Given scraps of knit fabric, determine the degree of stretch using the stretch gauge in Everything About Sewing Knits by Vogue Patterns.

8.3.2 Given pattern catalogs, select 2 pattern styles for a stable knit, a moderate knit, and a stretchable knit.

8.3.3 Given case situations where a student works at a fabric counter, advise customers on selection of fabric and patterns for sewing knit garments.

References: Everything About Sewing Knits from Vogue Patterns, pages 12-13.

Materials needed: knit scraps, pattern catalog, stretch gauge (like gauge in Everything About Sewing Knits, page 13.)

Learning Activities:

1. Read pages 12 and 13 in Everything About Sewing Knits. Make a stretch gauge for yourself out of cardboard like the one found on page 13.
2. Ask your instructor to show you how to use the stretch gauge in determining the degree of stretch.
3. Complete the worksheet--"Measuring Stretchability." Discuss the worksheet with your instructor or participate in a class discussion on measuring stretch.

Evaluation: Take written Post-Test--8.3.1, 8.3.2, 8.3.3.

Turn your written worksheet into your instructor to be checked.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name___________________________________

8.3

"Measuring Stretch"

1. Using a "stretch gauge" found on the back of a pattern envelope or on page 13 of Everything About Sewing Knits from Vogue Patterns, measure the stretchability of several scraps of knit. Find a knit that represents each of the following categories of stretch: a. stable knit, b. moderate knit, and c. stretchable knit. Test the scraps on your gauge to determine the degree of stretch.

2. Measure the degree of stretch of 3 samples your instructor has displayed. List the category of stretch below.

   1.

   2.

   3.

3. Select two patterns for each of the 3 stretch categories. Show these patterns to your instructor. Explain why you chose these patterns.

4. Define the word "recovery" in a few sentences. Select a scrap knit that has good recovery ability. Compare this scrap with one that has poor recovery ability. What is the difference?

5. Pretend you are working at a store where fabrics are sold. Your boss has hired you on the recommendations from your instructor in a Clothing class. As an employee in his store, you are expected to advise customers on the proper selection of fabrics and patterns. Read the following case situations. Write your response on a sheet of paper and give to your instructor or form a group of six and discuss each situation aloud with your group.

   A. A customer is selecting a pattern which has a guage for measuring stretch. She is very confused about how a stretch gauge works and what its purpose it. Because you have recently completed a unit on sewing knits in school, you answer ________________________________.

   B. A customer selects a fabric with poor recovery for a pants pattern. You realize that this fabric is not suitable for pants so you tactfully tell her ____.

C. A customer asks you for advice on preshrinking knits and how to care for polyester fabrics. Your advice to this customer is __________.

D. A very frustrated "home sewer" complains to you that her sewing machine skips stitches when she sews polyester double knits. Naturally she expects you to be able to help her. Your reply is ________________________________.

Task: 8.0 Working with knit fabrics.

Competencies: 8.4 Demonstrates how to apply neck trims.
8.5 Evaluates stitching for neatness and accuracy.

Learning Objectives: 8.4.1 Given the necessary materials, construct a sample of the following neck trims: 1. Tailoring binding, 2. Rib knit trim, 3. Mitered-V trim, 4. Cross-over V trim according to directions given in How to Sew Fashion Knits by Singer Co.

8.4.2 Given the necessary materials, construct a sample of the Front Placket according to the directions given in How to Sew Fashion Knits by Singer Co.

8.5.1 After completing the neck trim samples, evaluate the trims according to the rating chart following this job sheet.

References: Filmstrip-- "Round Neck Knit Tops" and "V Neck Knit Tops" from the filmstrip kit, See It and Sew It.

Textbooks-- How to Sew Fashion Knits by Singer Company

Kwik-Sew Basic Knits Book from Knit-Kits, Inc.

Materials needed: small scale knit patterns (see appendix)
1 yd. of double knit fabric
1/2 yd. contrasting knit fabric
2" rib knit trim or suitable fabric for self-trim
scissors, thread, pins
pattern and knit fabric for project

Learning Activities:

1. The best way to understand how to make knit trim samples is to watch your instructor demonstrate how to construct each sample.

2. If you missed the demonstration then, you may want to look at the filmstrips for "See It and Sew It" (if available) or read the directions on making each sample before actually trying to stitch them. Both resources show how to construct the trims.

3. Using the small scale pattern, cut your samples from double knit fabric. Use self-trim or rib trim if available. Cut rib trim 2 inches by the measurements of the neck opening. Check directions for preparing rib trim in How to Sew Fashion Knits.

4. Construct each sample using knit fabric scraps. Follow directions given with small scale pattern. Be sure to consult with your instructor for help.

5. When all your samples are complete, evaluate each one according to the self-rating chart.

6. Now you're ready to produce ready-made look knit tops. Try making several knit garments or children's and infant T-shirts. You'll love making them. If you would like to make a garment at this point, discuss your project with your instructor.

Evaluation: Give your instructor the knit samples along with the self-rating chart so that your work may be checked.

Instructor will check your knit project.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name ______________________________

Date ______________________________

8.5

Self Rating Chart

Tailoring Binding	Good	Poor
1. Even amount of trim around neckline	_____	_____
2. Well pressed	_____	_____
3. Hanging threads clipped	_____	_____
4. Shoulder seams even	_____	_____
5. Stitching in seam groove does not show on the right side	_____	_____
6. Overall neatness and appearance	_____	_____
7. Seam finished properly	_____	_____

Rib Knit Trim		
1. Even amount of trim around neckline	_____	_____
2. Hanging threads clipped	_____	_____
3. Shoulder seams even	_____	_____
4. Overall neatness and appearance	_____	_____
5. Seams finished properly	_____	_____

Mitered-V Trim		
1. Overall neatness and appearance	_____	_____
2. Well pressed	_____	_____
3. Hanging threads clipped	_____	_____
4. V is formed correctly	_____	_____
5. Seams finished properly	_____	_____
6. Shoulder seams even	_____	_____

Cross-over V Trim		
1. Overall neatness and appearance	_____	_____
2. Well pressed	_____	_____
3. Hanging threads clipped	_____	_____
4. Seams finished properly	_____	_____
5. V is formed correctly	_____	_____
6. Shoulder seams even	_____	_____

Front Placket	Good	Poor
1. Overall neatness and appearance	______	______
2. Well pressed	______	______
3. Hanging threads clipped	______	______
4. Placket centered down front of dress	______	______
5. Bottom corners of placket are squared and positioned correctly	______	______
6. Placket is constructed properly	______	______
7. Placket same width at top and at bottom	______	______

Required Student References for Task Area 8.0

Books:

Everything About Sewing Knits. Vogue Patterns, Butterick Fashion Marketing Company. 1971

How to Sew Fashion Knits. The Singer Company. (Available at most Singer stores)

Kwik-Sew Basic Knits Book. Knit-Kits Inc. Minneapolis, Minnesota

Sewing Knits. Judy Lawrence, Sewing Knits Inc., Boulder Colorado

Pamphlets: "Knit Know-How" available from West Virginia University Appalachian Center, Morgantown, W. Va.

Learning Kits: Educational Classroom Program "Sewing Knits", Jean Hardy Pattern Company, Santa Ana, California.

See Appendix for Publisher's List

Name__________________________________

Date__________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 9.0 Develops basic skill in using the power sewing machine.

__________ 9.1 Distinguishes differences between home or domestic sewing machines and the power sewing machine.

__________ 9.2 Identifies duties of a power sewing operator.

__________ 9.3 Develops a knowledge of terms used in the sewing trade.

__________ 9.4 Demonstrates an awareness of safe work habits at the power machine.

__________ 9.5 Demonstrates knowledge of proper care of equipment in the working area.

__________ 9.6 Recognizes causes for minor sewing machine difficulties.

Comments:

Task: 9.0 Develops basic skill in using the power sewing machine.

Competency: 9.1 Distinguishes differences between home or domestic sewing machines and the power sewing machine.

Learning Objectives: 9.1.1 At the end of 10 minutes, name each power machine in the sewing lab without an error.

9.1.2 Given samples of serging or overcast stitching, hemming, single and double needle lockstitching, zig-zag stitching, and buttonsewing, match the sample with the machine that produced the stitching.

References: Diagram of sewing lab as prepared by instructor.

Machine samples as prepared by instructor. (It is recommended that each sample be placed on the corresponding machines.)

Materials needed: power sewing machines in sewing lab

Learning Activities:

1. Listen carefully as your sewing instructor explains each machine and the stitches it forms. Repeat the name of each machine several times.

2. Study the diagram of your sewing lab with a classmate. Quiz each other on the names of the machines until you can say them by heart.

3. Look at the samples of stitching each machine produces. Be sure you can identify the machine on which each sample was stitched. Discuss the meaning of serging and lockstitch with your instructor.

4. As an extra activity, examine the clothes in your closet to see if you can identify the stitching. Which of the power machines was used to sew the seams in your garments? Bring these garments to school and display them in the sewing area.

Evaluation: State the name of each machine correctly as indicated by the instructor.

Identify the machine that produced each sample displayed by your instructor.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 9.0 Develops basic skills in using the power sewing machine.

Competency: 9.1 Distinguishes differences between home or domestic sewing machines and the power sewing machine.

Learning Objective: 9.1.3 Given reference materials, write a report which contrasts the domestic sewing machine with the industrial machine. The following points are to be included in the report:

1. Speed of power machine as compared to the domestic sewing machine.
2. Size of the power machine as compared to the domestic sewing machine.
3. Maintenance of power machine as compared to the domestic sewing machine.
4. Safety factors of the power machine.
5. Cost of the power machine as compared to the domestic sewing machine.
6. Types of stitches formed by the power sewing machines and the domestic sewing machines.

References: Know Your Industrial Sewing Machine, Book 1, by Singer Industrial Products.

Industrial Needle Trades by Charles Walcoff, pages 45-47.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 231-235..

Power sewing machine service manuals and domestic machine manuals.

Materials needed: paper, pencil

Learning Activities:

1. By this time you have had enough experience working with both machines to note similarities and differences. This job sheet asks you to compare the two machines. Your instructor may have already given you some of the information you need for your report. Read the references listed above for more information. If you are having trouble locating information, ask your instructor for help.

2. Visit a sewing machine store for prices on domestic sewing machines. The salesclerk can also give you information on the points for your report.

3. Exchange information with fellow classmates on each of the points.

4. In your own words write a report that discusses each of the points listed.

Evaluation: The instructor will check your report according to the following rating:

+ complete, well-organized, accurate information, spelling is good, paper is neat.

- incomplete and inaccurate information, misspelled words.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 9.0 Develops skill in using the power sewing machine.

Competency: 9.1 Distinguishes differences between home or domestic sewing machines and the power machine.

Learning Objective: 9.1.4 Given a list of parts common to most power sewing machines, identify each part of a power machine with 100% accuracy.

References: How to Operate an Industrial Sewing Machine, Student Manual prepared by Singer Industrial Products, Book 1, pages 10 and 11.

Industrial Needle Trades by Charles Walcoff, pages 45-47.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 239-243.

Materials needed: any power sewing machine, (a single needle machine is very similar to the domestic machine)

Learning Activities:

1. The first time you look at a power sewing machine, you might feel like you'll never be able to sew on this machine, let alone learn all those parts. Some parts are common to just about all sewing machines. So you see, once you have learned to identify a few parts on one machine, you will know something about other machines in the sewing lab. The list of parts you are asked to identify are:

    Motor
    Needle
    Presser foot
    Head
    Thread stand
    Throat plate
    Bed of machine
    Treadle
    Hand wheel
    Knee lifter
    Table
    Stand
    Bobbin winder
    Belt
    Sewing lamp
    Tension assembly (ies)

2. Ask your instructor to show you which of the power sewing machines you are to use. Which of the parts listed above do you know already?

3. Each of the references has a picture or diagram with parts labeled. You may want to use one of these references to help you learn to locate each part.

4. Each time you use the power sewing machine, learn to replace the cloth cover at the end of class. This is the beginning of developing good work habits.

Evaluation: Take Performance Post-Test--9.1.4.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Post-Test--9.1.4

In order to pass this test, you must identify all parts correctly. As your instructor calls out each part you are to point to that part on the machine, or as your instructor points to each part, you are to say the name.

	Right	Wrong
1. Tension assembly (ies)		
2. Sewing lamp		
3. Belt		
4. Bobbin winder		
5. Stand		
6. Table		
7. Knee lifter		
8. Hand wheel		
9. Treadle		
10. Bed of machine		
11. Throat plate		
12. Thread stand		
13. Head		
14. Presser foot		
15. Needle		
16. Motor		

Task: 9.0 Develops basic skill in using the power sewing machine.

Competency: 9.2 Identifies duties of a power sewing operator.

Learning Objectives: 9.2.1 After visiting a garment factory in operation, write a two-page report summarizing the points:

- a. How the factory operates
- b. Types of sewing jobs observed.
- c. Types of non-sewing jobs observed.
- d. Manner of dress.

9.2.2 Given a list of characteristics, evaluate self in terms of qualities necessary for success as a power sewing operator.

References: Opportunities in Clothing by Irene E. McDermott and Jeanne L. Norris, pages 231-257.

Filmstrips: "A Day in the Life of a Garment Factory," by Ken Blake of Nobody Studios, Morgantown, W. Va.

"Careers in Manufacturing," from Careers in the Fashion Industry by Butterick Fashion Marketing Company.

Materials needed: paper, pencil, filmstrip projector

Learning Activities:

1. Arrange to visit a garment factory close to your school. Pay careful attention to the above points listed. Ask questions about anything you do not understand in the operation of a garment factory.

2. Review the filmstrip "A Day in the Life of a Garment Factory." Make a list of the jobs mentioned in the filmstrip. Discuss the skills involved with each job. If you were a worker in this factory, what responsibilities will your employer expect of you?

3. Answer each question on the self-study sheet, "What Desirable Characteristics Do You Have to Offer" by Kellwood Company.

Evaluation: The instructor will check the report and self-study sheet.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

9.2

What Desirable Characteristics Do You Have To Offer?

What kind of a power sewing machine operator will you make? You can take stock of yourself and find out. Answer the following questions honestly, and see how you rate.

	YES	NO	
1.	____	____	Do you have a real willingness and desire to learn new skills and new ways of doing things?
2.	____	____	Can you apply yourself to a job without being easily bored or distracted?
3.	____	____	Can you adapt to new and unexpected situations easily?
4.	____	____	Can you meet a complaint with a good-humored reply and not an argumentative answer?
5.	____	____	Can you work under pressure, when necessary, without becoming too nervous or upset?
6.	____	____	Are you friendly to everyone with whom you come in contact?
7.	____	____	Do you have confidence in your abilities?
8.	____	____	Are you emotionally stable, capable of taking things in your stride?
9.	____	____	Are your job plans in keeping with your own capacities and the opportunities employers have to offer?
10.	____	____	Do you have a sense of duty and responsibility?
11.	____	____	Are you reliable? Can you be depended upon to do a job satisfactorily?
12.	____	____	Can you refrain from discussing confidential matters with others?

	YES	NO	
13.	____	____	Do you avoid gossip about business matters?
14.	____	____	Are you willing to cooperate with all of your fellow classmates?
15.	____	____	Do you give careful attention to even the routine details of your job or do you neglect the things you do not like?
16.	____	____	Do you go ahead and complete necessary detail work without being told what to do?
17.	____	____	Can you follow directions willingly and accurately?
18.	____	____	Do you leave personal problems at home so you can give your full attention and effort to your job?
19.	____	____	Are you always on time to work; do you get up early enough to avoid having to rush?
20.	____	____	Do you get enough sleep so that you do not have that "tired feeling" at work?
21.	____	____	Do you return promptly from break time or lunch period?
22.	____	____	Can you work without constant supervision?
23.	____	____	Can you ask questions about things you do not understand?
24.	____	____	Can you go to work even when you feel blue or not "up to par" and resist pretending you are sick?
25.	____	____	Can you complete a job once you start it?
26.	____	____	Are you a pleasant person to work with?
27.	____	____	Do you like people?
28.	____	____	Are you neat in appearance?
	____	____	a. Hair clean and neatly combed?
	____	____	b. Complexion clean and limited make-up neatly applied?
	____	____	c. Teeth brushed and breath pleasant?
	____	____	d. Fingernails short, clean, and well-manicured?

YES	NO	
____	____	e. No body odor?
____	____	f. No jewelry other than a watch or ring?
____	____	g. Shoes comfortable and polished?
____	____	h. Wearing apparel clean and pressed?
____	____	i. Undergarments clean?

9.2

Boosting The Score

How did you do? If you answered yes to at least twenty-five of the questions, you have the characteristics necessary to be a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered no to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into "job training" right now by deciding to make these improvements in yourself. Select three or four areas in which you need improvement and keep a record of your progress in these areas.

A. From the characteristics listed below write down five to eight of those that you like most in other people and five to eight of those you like least in other people.

Cheerful
Pleasant
Friendly
Sincere
Honest
Loyal
Courteous
Kind
Considerate of others
Optimistic
Enthusiastic
Tolerant
Unselfish
Showing self-control
Having a sense of humor
Modest
Cooperative

Unpleasant
Complaining
Unfriendly
Indifferent
Looking out for self
Curt
Careless
Unorderly
Pessimistic
Intolerant of others' opinions
Lacking control
Stubborn
Bragging
Self-centered
Unwilling to compromise

B. From the list you have made, pick out the ones that are most like you.

C. Did any of the terms that describe you come from your list of least liked characteristics? If so, make a plan for improvement in these areas and occassionally discuss your progress with your teacher.

D. What do the following terms mean to you?

1. Dependability
2. Courtesy
3. Tact
4. Initiative

Task: 9.0 Develops basic skill in using the power sewing machine.

Competency: 9.3 Develops a knowledge of terms used in the sewing trade.

Learning Objective: 9.3.1 Given a list of terms used in the sewing trade, define each term on a written test.

References: Handout "Terms Used in the Sewing Trade" from Kellwood Manufacturing Company, Spencer, W. Va.

Industrial Needle Trades, Charles Walcoff, pages 298-306.

Materials needed: paper, pencil

Learning Activities:

1. Review handout "Terms Used in the Trade". Pronounce each term aloud. Practice spelling each term correctly. Discuss the meaning of the terms with your instructor.
2. One method of learning the sewing language is to write a sentence using each term. Give this assignment to your instructor to be checked.
3. Complete the "Seek-a-word" puzzle.

Evaluation: Take Post-Test--9.3.1.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

9.3
* Terms Used In The Trade

As in any trade, there are terms used in the apparel industry that are peculiar. This handout lists some of the terms and their definitions. Examples of the items and their use will be shown in detail so that you will be familiar with them when you go to work.

1. Piece-work coupon - Upon completion of a certain amount of work the worker will be given a coupon. It is the same as money, as it is used to figure your pay.
2. Bundle - Pieces of material that are grouped together to be sewn.
3. Dispose - Stacking or piling the completed work upon finishing a unit.
4. Pick-up - To pick up the pieces of a unit that will be sewn together, then placing them in the correct position for sewing.
5. Cycle time - The amount of time that should be used to complete your unit, garment, or lot.
6. Quota or standard - The amount of completed units that each operator must complete in a standard day's work.
7. Make-up pay - The difference that employee is paid when production is not up to the minimum wage.
8. Shade number or handling sequence - A method of marking that enables the operator to keep the different shades of materials in proper order.
9. Method - The approved mode of doing an operation.
10. Skip stitch - A stitch that your machine does not make . . . a skip.
11. Back stitch - Sewing back and forth for reinforcement.
12. Stay stitch - A holding stitch.

* This page was provided by Kellwood Company, Spencer, W. Va.

Name________________________________

9.3
Seek-a-Word Puzzle

Find the following words in the puzzle. Draw a circle around each word.

- piece-work coupon
- bundle
- dispose
- pick-up
- cycle time
- quota
- make-up pay
- shade number
- method
- skip stitch
- back stitch
- stay stitch

B	S	K	P	R	V	S	T	O	C	M	S
U	R	M	I	A	T	B	C	D	A	A	O
N	E	V	E	D	Q	P	W	A	D	K	W
D	P	I	C	K	U	P	O	O	X	E	D
L	A	P	E	D	O	F	G	B	J	U	I
E	K	L	W	M	T	N	O	A	P	P	S
Q	R	S	O	T	A	U	V	C	W	P	P
X	Y	Z	R	Z	Y	X	W	K	V	A	O
L	K	J	C	Y	C	L	E	T	I	M	E
I	H	G	O	F	E	D	C	I	B	A	E
M	O	Q	U	R	T	V	W	T	Y	A	C
S	K	I	P	S	T	I	T	C	H	L	C
E	G	I	O	K	M	E	T	H	O	D	M
O	Q	R	N	T	V	X	Z	D	F	H	I
S	H	A	D	E	N	U	M	B	E	R	A
S	E	W	I	N	G	C	A	B	F	U	N

Name________________________________

Date________________________________

Post-Test--9.3.1

Explain the meaning of each term in a sentence beside the term.

1. Method -

2. Make-up pay -

3. Cycle time -

4. Dispose -

5. Piece-work coupon -

6. Back stitch -

7. Shade number or handling sequence -

8. Quota or standard -

9. Pick-up -

10. Bundle -

11. Stay stitch -

12. Skip stitch -

Task: 9.0 Develops basic skill in using the power sewing machine.

Competency: 9.4 Demonstrates an awareness of safe work habits at the power machines.

9.5 Demonstrates knowledge of proper care of equipment in the working area.

Learning Objectives: 9.4.1 & 9.5.1 Given a True-False test, demonstrate your knowledge of safe work habits and proper care of equipment by scoring 90%.

9.4.2 Given a pair of scissors and a screwdriver, demonstrate how to pass them safely to another person.

9.4.3 When sitting at a power sewing machine, demonstrate good posture and the correct method for adjusting chair heights.

9.5.2 Given a checksheet, clean and oil the power sewing machine under the supervision of the instructor.

References: Industrial Needle Trades by Charles Walcoff, pages 38-44, 87-90, 108-110.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 231-235.

Power Sewing by Yvonne M. Hillinger, pages 9-15.

Materials needed: power sewing machine, chair, scissors, screwdriver, lint brush, soft cleaning rag, oil for machine

Learning Activities:

1. Accidents and injuries can be prevented by taking safety precuations. A good learning experience for you is to invite a first aid specialist to your class to discuss how to handle emergencies that could happen in the sewing room. Ask the specialist to show you several first aid treatments, then practice with another student until you feel confident to carry this treatment out.

2. Review the handout, "Safety in Power Sewing." Discuss the procedure you are to follow when an accident occurs in the sewing room.

3. Review safety practices in the sewing room with your instructor. Learn those rules which apply to power machines. In case your instructor is not in the room when an accident occurs, do you know what to do?

4. Ask your instructor to demonstrate how to properly adjust the chair for your height. Practice adjusting the chair for your sitting position.

5. Form 2 groups of students. The first group will role play before the 2nd group situations where safety precautions are not followed. The other group will name the infraction or safety rule abused. Then trade positions. This time the second group will role play the same situation, only they will follow the safety rules broken by the first group.

6. Using the checksheet "Cleaning the Power Machine" clean and oil a machine your instructor assigns to you. Remember to observe all safety procedures.

Evaluation: Take the Post-Test--9.4.1. Remember, you are to score 90% before you have achieved this competency.

Demonstrate for your instructor procedures for passing scissors and screwdrivers to another classmate safely.

Demonstrate for your instructor the correct position for sitting at a power machine.

Instructor will check machine after you have cleaned and oiled it.

When your instructor certifies that you have achieved these competencies, you may go on to the next job sheet.

9.4
Handout--Safety in Power Sewing

A power sewing machine is a safe piece of equipment. It will not injure a person who understands the basic rules of safety. Following are some fundamentals that apply to working in any industry in which there may be a chance of being injured. We'll abide by these fundamentals here in the classroom just as they do in industry.

Keep Work Area Clean

Each individual is responsible for keeping the work area neat and clean. This means that the aisles must be clear of materials that may cause tripping; materials should be piled in such a way that each work station is free of hazards. Tools and equipment should be kept sharp, in workable condition, clean and in proper place.

Hazards

Let me know about any hazards you see in the room and if we can eliminate them or warn others about them. Some hazards we can't eliminate or anticipate, so all we can do is be alert and follow safe practices.

Develop an attitude of safety

You often hear that a person is "accident prone." This really means that the person is, in reality, careless. Most accidents are caused by persons who have an attitude of indifference, carelessness, or complacency. Complacency comes about when we become so used to what we are doing that we don't concentrate on our work. Remember when you first learned to drive a car . . .

you THOUGHT about shifting, you THOUGHT about signalling for a corner, and you THOUGHT about what the other driver was about to do. Now that you have driven for years, you drive automatically. Shifting and signalling are automatic; you don't have to THINK any more. That is one of the reasons that thousands are killed on our highways. As a worker becomes familiar with a machine and the work, complacency sets in . . . the result is that now there is much more liable to be an accident than when the worker was first learning to be an operator. Let's all be careful and concentrate on what we are doing and we'll avoid accidents and injuries while we are working here in the classroom.

SOME SPECIFIC SAFETY RULES

The following habits should become just that, habits. A safe operator is a good operator. Let me cover some of the rules that safe, experienced operators practice, and rules that we will follow in the classroom.

1. Turn off power before adjusting or cleaning the machine. Be sure the motor is completely stopped before proceeding.
2. Turn off power before inserting, removing or adjusting the needle. Always check the needle to be sure it is properly inserted and free of burrs before sewing.
3. Remove foot from treadle before changing or adjusting the needle and before adjusting or cleaning the machine. It is a good, safe habit to keep your feet off the treadle anytime you do not intend to operate the machine. Do not rest your feet on the treadle.
4. Take proper care of tools and machines assigned you. Keep the machine properly oiled and clean.
5. Keep the work station neat and the aisles clear.
6. Develop correct lifting and carrying habits.

5

7. Do not engage in "practical jokes" in the classroom.

8. Do not attempt to operate a machine on which you have not been trained. Call me for assistance when you need it.

I'll be giving you specific instructions on how to operate the sewing machine safely and I'll be stressing safe practices throughout the course, but I did want to cover the topic of safety with you before we begin to operate the machines.

Name___________________________________

Date___________________________________

Post-Test--9.4.1

True-False If the statement is correct, write True in the blank. If the statement is incorrect, write False, then rewrite the statement so that it is correct.

____________ 1. It is alright to eat snacks at your work area.

____________ 2. Never try to operate a machine when you are under strong medication.

____________ 3. Good safety habits will make one a more efficient worker.

____________ 4. Blook stains are difficult to remove and will damage a garment.

____________ 5. When one is injured on the job, it should be reported to the supervisor.

____________ 6. When the machine makes an unusual noise, keep on sewing until it stops completely.

____________ 7. When making repairs or adjustments, turn the machine off.

____________ 8. Poor posture tires an operator quickly and the operator will not be able to reach peak efficiency.

____________ 9. A sewing operator with long hair should fasten the hair back from the face when sewing at a sewing machine.

____________10. One should take care of personal appearance, and have clean clothes and bathe daily when working close to other people.

____________11. Loose sleeves and frilly blouses are dangerous for a sewing machine operator to wear because they can get tangled in the moving parts of the machine.

____________12. If something goes wrong with a machine while you are sewing, and you are not sure about what the problem is, turn the machine off and call your supervisor immediately.

____________13. Lots of gossip and conversation among employees at their sewing machine results in maximum production.

____________14. Working in a cluttered area can cause accidents.

____________15. Always hold the scissors by the handle when passing them to another person.

____________16. It is considered safe to run with scissors in your hand.

____________17. Always unplug electrical appliances by the cord rather than by the plug.

____________18. Covering the machine with the cloth cover prevents dust and dirt from settling on the machine.

____________19. Leaving straight pins on the sewing machine could cause damage if a pin falls into a moving part.

____________20. Always keep your eyes on your work whey you are sewing.

Task: 9.0 Develops basic skill in using the power sewing machine.

Competency: 9.6 Recognizes causes for minor sewing machine difficulties.

Learning Objectives: 9.6.1 Given a list of minor machine difficulties, select one and prepare a demonstration on how to handle the difficulty according to the following guidelines:

1. Name of the machine difficulty.
2. Some probable causes of the machine difficulty.
3. Some minor repairs the sewing machine operator can make.
4. When a repairman or the instructor should be called in to fix machine.
5. Demonstrate how to make the repair.

9.6.2 When the power sewing machine does not operate properly, assume responsibility in seeing that the minor repair is made or the instructor is notified.

References: How to Service and Repair Your Sewing Machine by Mathew Levy.

Industrial Needle Trades by Charles Walcoff, pages 99-102, 105-107.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 245-248.

Power Sewing by Yvonne Hillinger, pages 49-52.

Machine Trouble Check List, Factory Forms Service, P. O. Box 527, Columbia, South Carolina, 29202.

Materials needed: reference books, paper, pencil, power machines

Learning Activities:

1. In most vocational sewing classes, the students must learn to make their own repairs. Every time the thread breaks or the needle breaks, you must be able to determine what the problem is. It is to your benefit to learn

how to make these repairs yourself. It will save you much time and mechanic's calls when you could be sewing.

List of repairs include the following:

needle breaks
needle thread breaks
loops on bottom of fabric
fabric puckers
bobbin thread breaks
loops on top of fabric
skipping stitches

2. Select one of the machine difficulties and find information on what minor repairs you can make. If possible, select one that another student has not already taken. (The instructor may let 2 students work together on a report if there are too many students for the number of difficulties.)

Evaluation: Give demonstration before the class.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Required Student References for Task Area 9.0

Books:

How to Service and Repair Your Sewing Machine. Michael Levy, Great Neck, New York: Kogos Publishing Company, 1962.

Industrial Needle Trades. Charles Walcoff, New Brunswick, New Jersey; Vocational-Technical Curriculum Laboratory, 1961.

Opportunities in Clothing. Irene E. McDermott and Jeanne L. Norris, Peoria, Illinois; Chas. A. Bennett Co., Inc., 1972.

Power Sewing. Yvonne M. Hillinger, New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1971.

Pamphlets: "Know Your Industrial Sewing Machine, Book 1"

"How to Prepare and Care for an Industrial Sewing Machine, Book 2"

"How to Operate an Industrial Sewing Machine, Book 3"

(All pamphlets available from Singer Industrial Products, 1972. Student manuals free with purchase of industrial sewing machines.)

"Machine Trouble Check List", Factory Forms Service, P. O. Box 527, Columbia, South Carolina, 29202. (A helpful form put out by Factory Forms Serivce.)

Filmstrip: "A Day in the Life of a Garment Factory" by Ken and Charlotte Blake, Noboby Studios, Morgantown, W. Va. 26505

Name__________________________________

Date__________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before eacy competency statement.

Task: 10.0 Develops additional skills in using power sewing machines.

____________ 10.1 Operates, adjusts, and maintains a single needle machine.

____________ 10.2 Develops speed and accuracy using the single needle machine.

____________ 10.3 Operates, adjusts, and maintains an overedge machine.

____________ 10.4 Operates, adjusts, and maintains a blindstitch machine.

____________ 10.5 Operates, adjusts, and maintains a double needle machine.

____________ 10.6 Operates, adjusts, and maintains an upholstery machine.

____________ 10.7 Operates, adjusts, and maintains a buttonsewing machine.

____________ 10.8 Operates, adjusts, and maintains a zig-zag machine.

____________ 10.9 Operates, adjusts, and maintains a post bed machine.

Comments:

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.1 Operates, adjusts, and maintains a single needle machine.

Learning Objectives: 10.1.1 Given the procedure for threading a single needle machine, demonstrate how to thread the upper threading system (top) and bobbin within 30 seconds.

10.1.2 Given a power machine with bobbin winding attachment, demonstrate how to wind the bobbin according to the procedure checklist provided with this job sheet.

References: Single needle service manual.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 239-243.

How to Prepare and Care for an Industrial Sewing Machine, Student Manual, Book Two and Three, from Singer Industrial Parts.

Materials needed: single needle machine, thread, thread clips

Learning Activities:

1. Watch your teacher demonstrate how to thread the single needle machine. Practice threading the upper and lower systems (bobbin) several times until you can do it within 30 seconds. Be sure you can place the bobbin case from underneath the machine table so that it clicks into position. Refer to the procedure checklist or one of the references for help.

2. Trace the upper threading of the single needle machine on the worksheet "Threading a Single Needle Machine."

3. As a power sewing operator you will need to know the names of single needle machine parts. Listen carefully as your instructor points out each part.

   - knee lift
   - balance wheel
   - bobbin winder
   - thread stand
   - bobbin case
   - feed dog
   - presser foot
   - thread retainer
   - tension discs
   - tension assembly
   - fan belt
   - stitch regulator
   - throat plate
   - oil flow window
   - sewing hook

4. After you have learned to thread the machine correctly, ask your instructor to show you how to wind the bobbin. Practice winding the bobbin with the presser foot raised to prevent wear of the feed dog.

Evaluation: Instructor will time you on threading a single needle machine within 30 seconds.

Instructor will watch you wind bobbin.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

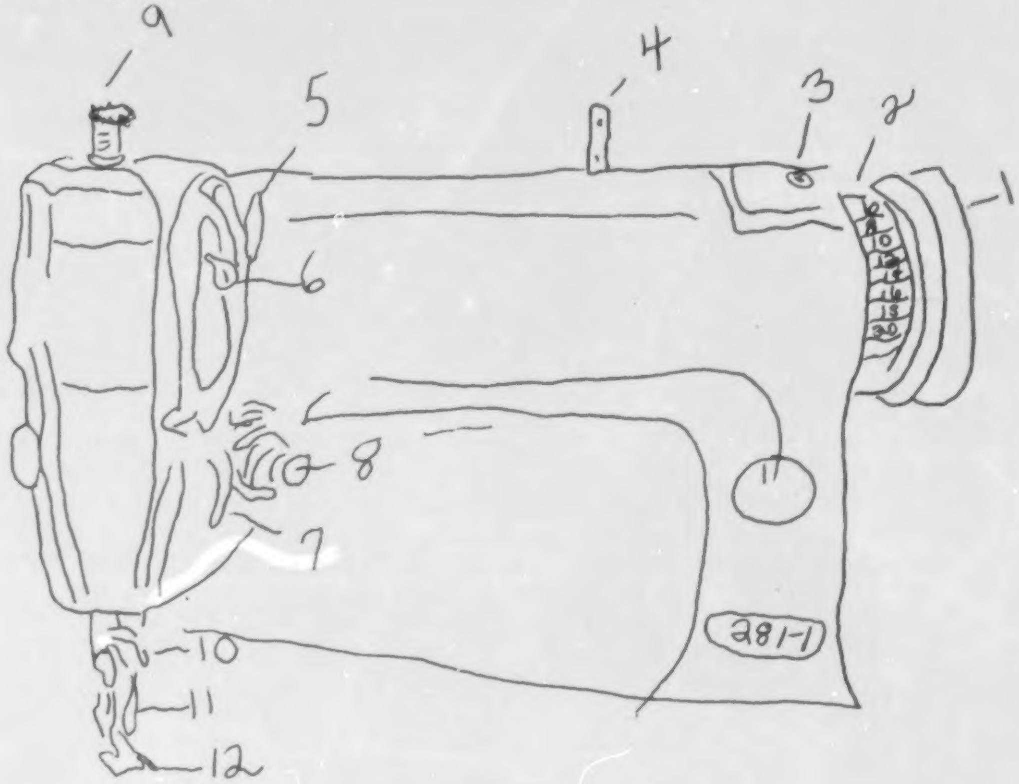
10.1

Name________________________________

Date________________________________

Worksheet--Threading a Single Needle Machine

Draw threading on machine.


9
5
4
3
2
1
6
6
8
10
12
14
16
18
20
8
7
281-1
10
11
12

Write the name of the part in the corresponding blank.

1.______________________________ 7.______________________________

2.______________________________ 8.______________________________

3.______________________________ 9.______________________________

4.______________________________ 10.______________________________

5.______________________________ 11.______________________________

6.______________________________ 12.______________________________

10.1

Provided Checklist for Threading Single Needle Machine

Upper threading:

1. Place thread on cone guide; take thread over back of threading rod to front.
2. Fold thread double thickness about 2 inches and twist thread. Thread from right to left.
3. Thread guide top hole and bottom hole, threading from right to left.
4. Thread retainer top hole and bottom hole, threading from right to left.
5. Around tension, make sure wire clicks; under slack thread regulator; slide through front thread guide.
6. Thread take-up. Thread from right to left.
7. Slide through thread guide.
8. Slide through thread guide.
9. Thread needle left to right. Groove in needle should be on left side.

Winding bobbin:

1. Place thread on thread holder with thread coming up over back of thread holder to front.
2. Under tension.
3. Thread guide.
4. Place bobbin on bobbin holder.
5. Wrap thread under bobbin and go around bobbin 4 or 5 times.
6. Push bobbin under to hold bobbin in place.
7. Bobbin will wind, automatically as you sew. Bobbin will stop threading when filled.

Bobbin:

1. Hold bobbin in right hand with thread coming off top going away from you.
2. Place in bobbin case then slit and under metal clasp. Have about 2 inches of thread hanging down.
3. Take bobbin case in left hand, hold with opening on top. The needle picks up bobbin thread through this opening. Place inside bobbin container until bobbin clicks in place.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.1 Operates, adjusts, and maintains a single needle machine.

Learning Objectives: 10.1.3 Given a single needle machine, demonstrate how to clean the machine according to the specifications in the service manual or according to the performance checklist provided with this job sheet.

10.1.4 Given the single needle machine, replace the needle so that the long groove faces to the left or outside of the machine and the short flat groove faces to the right or inside of the machine.

10.1.5 Given the single needle machine, replace the fan belt so that it is resting in the slotted grooves on the pulley and balance wheel.

10.1.6 Given the single needle machine, regulate the stitch length from 6 stitches per inch to 12 stitches per inch.

10.1.7 When using the single needle machine, take the responsibility of caring and cleaning the machine as needed.

References: Single needle service manual.

How to Prepare and Care for an Industrial Sewing Machine, Student's Manual, Book 2 and 3, prepared by Singer Industrial Products.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 239-243.

Power Sewing by Yvonne M. Hillinger, pages 16-26, 67-70, 74-77.

Industrial Needle Trades by Charles Walcoff, pages 87-116.

Materials needed: single needle machine, thread, scrap fabric, screw driver, short bristly brush, soft cloth

Learning Activities:

1. Before you learn to do the preceding objectives, it is a good idea to read through one of the references. This information will be very helpful to you in learning how to operate a power sewing machine.

2. The first task is cleaning the power machine. Work through "Power Sewing" pages 16-26. Follow the directions and answer the questions. Ask your instructor to show you how to clean the machine for the first time. You may want to look at the procedure checklist or read page 6 in the Singer Service Manual.

3. The next task is to replace the needle. Continue working in "Power Sewing" pages 67-70. Follow the directions and answer the questions. Ask your instructor to show you how to position the needle correctly. Look at the checklist to make sure your method for replacing the needle is correct.

4. The third task is to replace the fan belt. This task is very easy. Ask your instructor to give you a demonstration on removing the fan belt. Practice taking the fan belt off several times until you can do it quickly. Again check the checklist.

5. Regulating stitches is a more difficult task. You will need to ask your instructor for a demonstration. Get a piece of scrap fabric for practice. Again work in "Power Sewing" pages 74-77. Follow directions and answer questions. Practice changing the stitch length from 6 to 12 stitches per inch. Make a sample on scrap fabric to check the stitch length.

6. The last learning objective asks you to show that you are a responsible worker by caring for the power machine daily. This includes replacing the cover cloth, keeping table top free of pins, and dusting the machine as needed. Practicing good work habits leads to a good job recommendation in the future.

Evaluation: Take Post-Test--10.1.3, 10.1.4, 10.1.5, 10.1.6.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.1

Procedure Checklist

This checklist helps you clean, maintain, and adjust the single needle machine. Follow the steps below.

Cleaning the single needle machine

1. Tilt the machine back on its hinges.
2. Use a short bristle brush for cleaning.
3. Remove lint or waste from the sewing hook.
4. Remove lint or waste from the feed rows.
5. Remove lint or waste from the underside of the throat plate.
6. Wipe cloth against magnet in oil pan to remove lint from the oil.
7. Wipe outside of machine with soft cloth to remove traces of oil and lint.

Removing and replacing the needle

1. Position the needle bar in the highest position.
2. Remove the needle by loosening small screw around top of needle.
3. Place needle with long groove to outside and short, flat groove to the inside.
4. Insert the needle into the needle bar as far as it will go.

Removing and replacing the fan belt

1. Tilt the machine on its hinges.
2. Remove the fan belt and lay out on the table beside machine.
3. Replace the fan belt so that the belt rests in the slotted spaces on the pulleys on the motor and the hand wheel.
4. Lower the machine back into position on the table and check to see that the fan belt is tight.

Changing the stitch length from 6 stitches per inch to 12 stitches per inch

1. Depress the button on the horizontal shaft houseing.

2. Turn the machine balance wheel slowly between 6 and 30 until the button drops into a notch.

3. Turn the balance wheel to the desired stitch length mark and release the button.

4. Make a sample stitch to check the stitch length.

Learning to change the stitch length should be done under the supervision of the instructor. If not done properly, damage to the machine could result. For this reason some factory supervisors prefer that the sewing machine operator not do this task, rather it is left to a maintenance man. However, once you have proven that you can do this task in the clothing lab, then you may proceed with supervision.

Name________________________________

Date________________________________

Post-Test--10.1.3, 10.1.4, 10.1.5, 10.1.6

In order to pass this Post-Test, you must demonstrate that you can do each task correctly.

1. Demonstrate how to clean the single needle machine	Right	Wrong
1. Tilt machine back on hinges		
2. Use short bristle brush		
3. Remove lint or waste from sewing hook		
4. Remove lint or waste from feed rows		
5. Remove lint or waste from underside of throat plate		
6. Remove foreign particles from magnet		
7. Wipe with soft cloth on outside		
2. Remove and replace the needle correctly		
8. Position needle bar in highest position		
9. Remove needle		
10. Place needle with long groove to outside and short flat groove to inside		
11. Insert needle into needle bar as far as it will go		

3. Remove and replace the fan belt	Right	Wrong
12. Tilt the machine back on hinges		
13. Remove the fan belt and lay on table beside the machine		
14. Replace fan belt so that belt rests in slotted spaces on the pulleys		
4. Change the stitch length from 6 stitches per inch to 12 stitches per inch		
15. Depress button on horizontal shaft housing		
16. Turn machine balance wheel slowly between 6 and 30 until button drops into notch		
17. Turn machine pulley to desired stitch length and release button		
18. Make sample stitch to check stitch length		

Answer True or False. If the statement is correct, write True in the blank before the statement. If the statement is incorrect, write False in the blank before the statement.

_______________ 19. When the oil flow passing through the oil flow window stops, it is alright to continue sewing on the power machine.

_______________ 20. Before starting the power machine, one should check the oil reservoir to see if there is enough oil in the machine.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.2 Develops speed and accuracy using the single needle machine.

Learning Objectives: 10.2.1 Given a single needle machine, demonstrate how to change spools of thread by cutting, tying the 2 threads together in a strong knot, and pulling through needle.

10.2.2 Given scrap fabrics stitch 50 parallel lines with backtack stitches at the beginning and end of the seam.

References: Industrial Needle Trades by Charles Wlacoff, pages 127-128.

Materials needed: single needle machine, scrap fabric, 2 spools of thread, thread clips, scrap fabric 6" x 20" and 12" x 20"

Learning Activities:

1. Every second counts when working in a factory. "Tying on and pulling through" is a time saving technique and one that is easy to learn. Simply cut the thread on thread stand with scissors or thread clips; remove old cone and replace with new cone; tie 2 threads in a strong knot and pull thread through machine, pulling at the needle. If your knot is small enough it will slip through the needle, otherwise you will need to cut it at the needle and thread the needle by hand.

2. Cut a piece of scrap fabric that measures 6 inches wide by 20 inches long. Practice stitching down the entire length without stopping the machine. Stitch off the end. Stitching off the fabric at the end of a row of stitching is known as chaining off. Repeat each row stitching as fast as you can. Margin for error is only 1/8 inch, so watch your accuracy as well.

3. Ask your instructor to show you how to backtack. This technique is used to reinforce the beginning and end of seams. Practicing first on scrap fabric, try to backtack in middle of stitching lines as many times as you can. Circle all good backtack samples. When your instructor approves your backtacking technique, you may prepare 50 parallel lines with backtacking at beginning and at the end.

Evaluation: Instructor will watch you demonstrate how to change spools of thread.

Instructor will check your samples of straight stitching and backtacking.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.2 Develops speed and accuracy using the single needle machine.

Learning Objective: 10.2.3 Given a single needle machine, practice speed and accuracy of stitching training exercises.

References: Industrial Needle Trades by Charles Walcoff, pages 111-116.

Materials needed: stitching exercises, single needle machine, clock or stop watch

Learning Activities:

1. Read information given on pages 111-116 in Industrial Needle Trades.
2. Begin practice on stitching exercises. Some of the exercises challenge you to meet time limits. Job recommendations for a single needle operator sometimes depend on how well you perform these stitching exercises.
3. At this stage you are ready to be a single needle operator. Plan and carry out small assembly line projects. List all steps and instructions for each step. Decide who your outlet will be--students in school, charity (hospital), etc. Figure the cost of materials and your break even point.

Evaluation: Instructor will time you on each stitching exercise.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.2

Name________________________________

Date________________________________

Exercise I. Straight Lines

Performance Checklist.

_____ 1. Seated at unthreaded machine, bobbin case removed.

_____ 2. Correct posture.

_____ 3. Paper exercises on left side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with left hand for paper exercise, at same time raise presser foot.

_____ 7. Grasp paper at bottom right hand corner with left hand thumb (LHT) and index finger (I).

_____ 8. Position paper at starting point under needle.

_____ 9. Lower presser foot and regrasp bottom of paper exercise at bottom of sheet on each corner with both hands.

_____ 10. Start machine by applying pressure with L toe. Guide work as to follow lines.

_____ 11. Stop at end of line with needle in raised position by applying pressure with right heel. Simultaneously, raise presser foot.

_____ 12. Turn paper clockwise as fast as possible and position paper at next starting point.

_____ 13. Follow same procedure through completion of exercise.

_____ 14. At completion of exercise grasp paper with RHT and I and put aside to designated area.

Stop Watch - Target time 3 minutes, 9 seconds to 3 minutes 51 seconds.

_____ 15. Circle all mistakes with red pencil.

_____ 16. File in file folder.

_____ 17. Strive for 100% accuracy.

EXERCISE I

Name______________________________

Date______________________________

Exercise II. Straight Lines of Varying Length

Purpose: This exercise has been designed to develop the skills required for machinery control and stitching accuracy when using full machine speed (R.P.M.'s).

Performance Checklist.

_____ 1. Pick up the first chart with the left hand.

_____ 2. Take chart to right hand.

_____ 3. Both hands take chart to foot.

_____ 4. Do not raise the presser foot. Start machine just as the chart reaches the foot.

_____ 5. "Plunge" the first right hand line under the foot by letting the feeders take it in.

_____ 6. At all times the thumbs alone will be on the bottom surface of the chart with the stitching line "framed" between the two index fingers. Where the line cannot be reached to "frame", an imaginary extension of the line should be "framed" as near as possible to the end of the guide lines.

Evaluation:

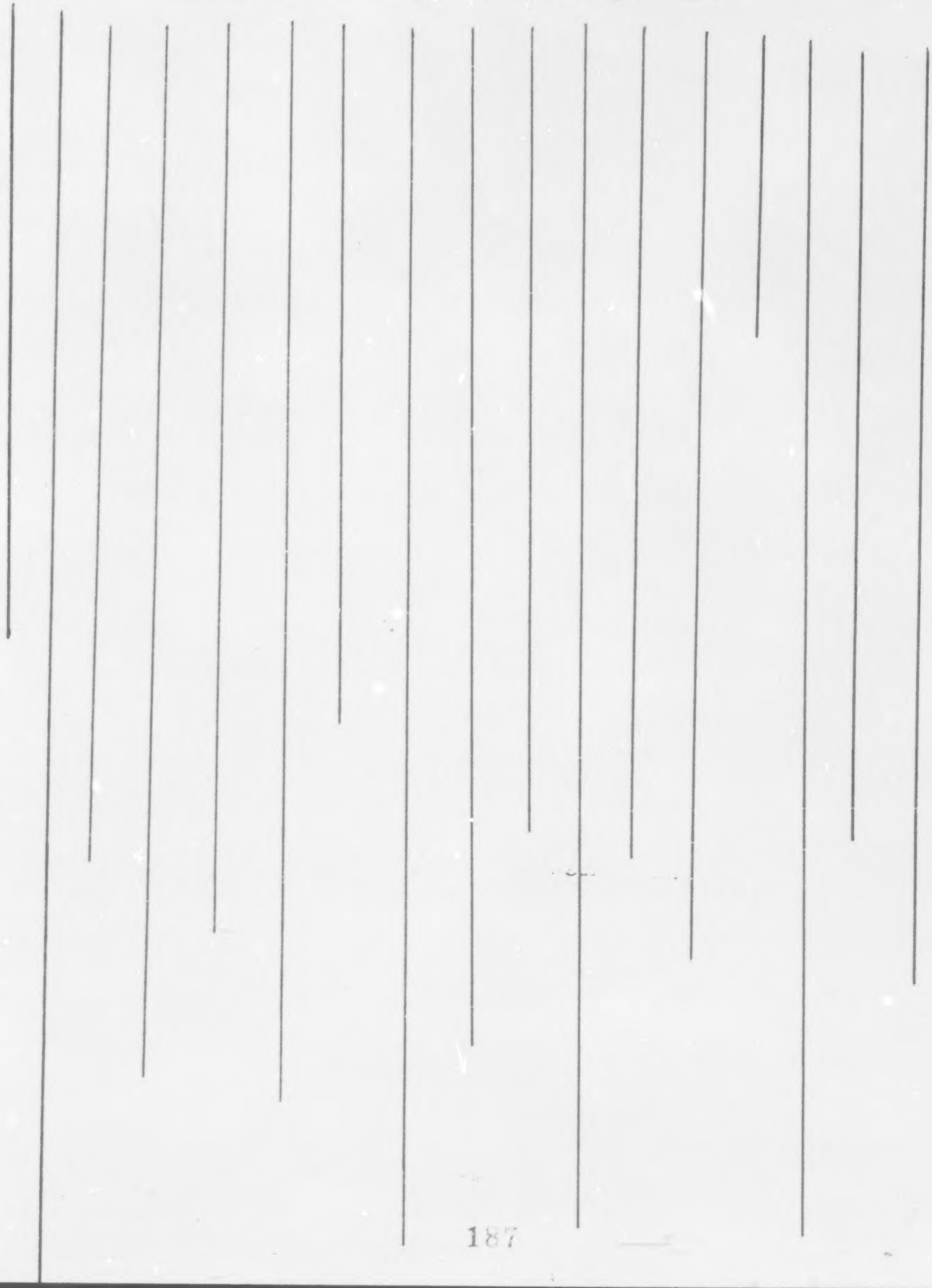
_____ 7. Mark all places where needle holes depart from the guide lines by more than 1/16".

_____ 8. Circle start of each line where operator has lost control when sewing onto the paper and end of each line where operator has over-run or stopped short by more than 1 stitch.

_____ 9. Only one error per line will be counted even though several errors may exist on one line.

Quality standard for this exercise is 4 permissable errors.

Exercise II: Straight Lines of Varying Length 10.2



Name________________________________

Date________________________________

Exercise III: 90 Degree Turns--One Way

Performance Checklist. Stitch charts for speed and accuracy.

_____ 1. Seated at unthreaded machine; bobbin case removed.

_____ 2. Correct position.

_____ 3. Paper exercise on left side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise, at same time raise presser foot.

_____ 7. Grasp paper at bottom right hand corner with LHT and I.

_____ 8. Position paper at starting point under needle.

_____ 9. Lower presser foot and regrasp bottom of paper exercise at bottom of sheet on each corner with both hands.

_____ 10. Start machine by applying pressure with L toe. Guide work so as to follow lines.

_____ 11. Stop at end of first straight lines with needle in lowered position and presser foot in raised position.

_____ 12. Turn sheet 90^{o} so as to follow line. Again do this as fast as possible.

_____ 13. Follow same procedure through completion of exercise.

_____ 14. At completion of exercise, grasp paper with RHT and I and put aside to designated area.

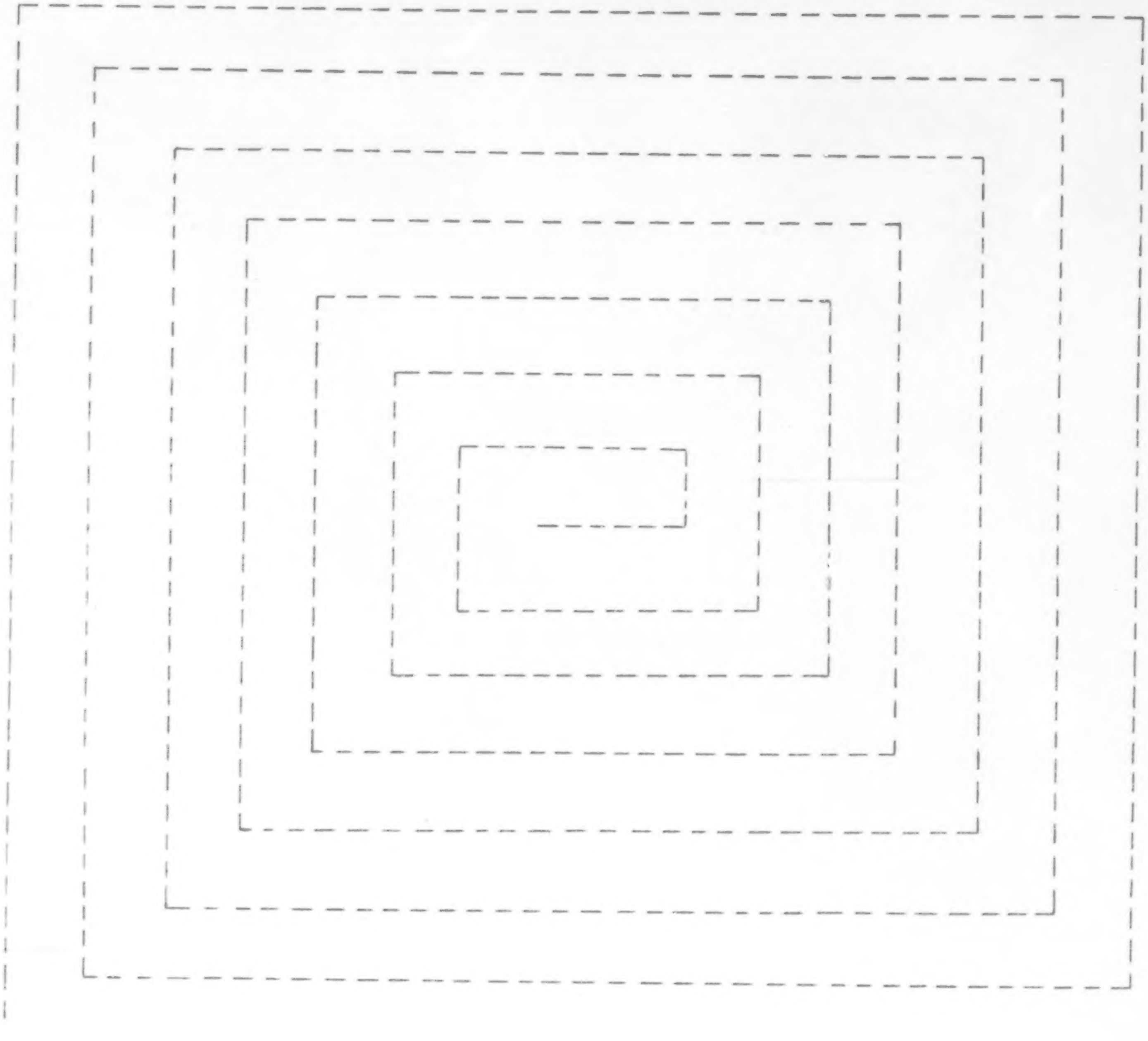
STOP WATCH

_____ 15. Circle all mistakes with red pencil.

_____ 16. File in file folder.

_____ 17. Strive for 100% accuracy.

EXERCISE III



10.2

Name______________________________

Date______________________________

Exercise IV: Corners and Straight Lines

Performance Checklist: Stitch charts for speed and accuracy.

______ 1. Seated at unthreaded machine; bobbin case removed.

______ 2. Correct posture.

______ 3. Paper exercise on L side of machine.

______ 4. Needle in raised position.

______ 5. START WATCH

______ 6. Reach with LH for paper exercise, at same time raise presser foot.

______ 7. Grasp paper at bottom RH corner with LHT and I.

______ 8. Position paper at starting point under needle.

______ 9. Start machine at arrow, sew to center of paper, and return to the finish arrow.

STOP WATCH time 4M 50 S --- Passing
4M --- Fair
3M 50 S --- Good
3M --- Excellent
2M --- Superior

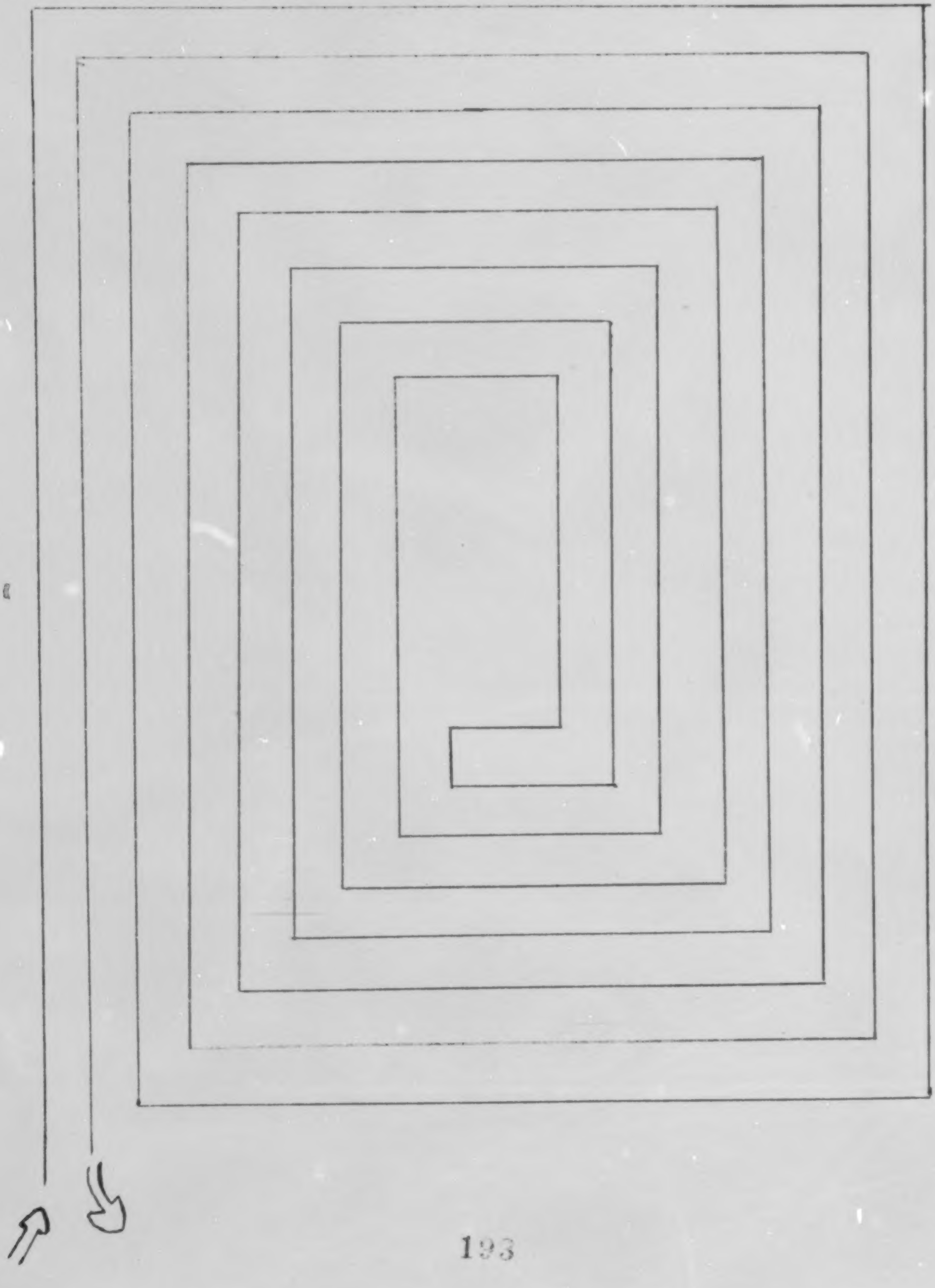
______ 10. Circle all mistakes with red pencil.

______ 11. File in fild folder.

______ 12. Strive for 100% accuracy.

Name ______________________ DRILL FORM #4 10.2

Time ______________________



10.2

Name____________________________________

Date____________________________________

Exercise V: 90° Turns to the Left and Right

Performance Checklist. Stitch charts for speed and accuracy.

_____ 1. Seated at unthreaded machine; bobbin case removed.

_____ 2. Correct position.

_____ 3. Paper exercise on L side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise, at same time raise presser foot.

_____ 7. Grasp bottom of paper RH corner with LHT and I.

_____ 8. Position paper at starting point under needle.

_____ 9. Start machine by applying pressure with L toe. Guide work so as to follow lines.

_____ 10. Stop at end of first straight line with needle in lower position and presser foot in raised position.

_____ 11. Turn sheet 90° so as to follow lines. Again do this as fast as possible.

_____ 12. Follow same procedure through completion of exercise.

_____ 13. At completion of exercise grasp paper with RHT and I and put aside to designated area.

STOP WATCH -- time 7M 12 S - 8M 48 S

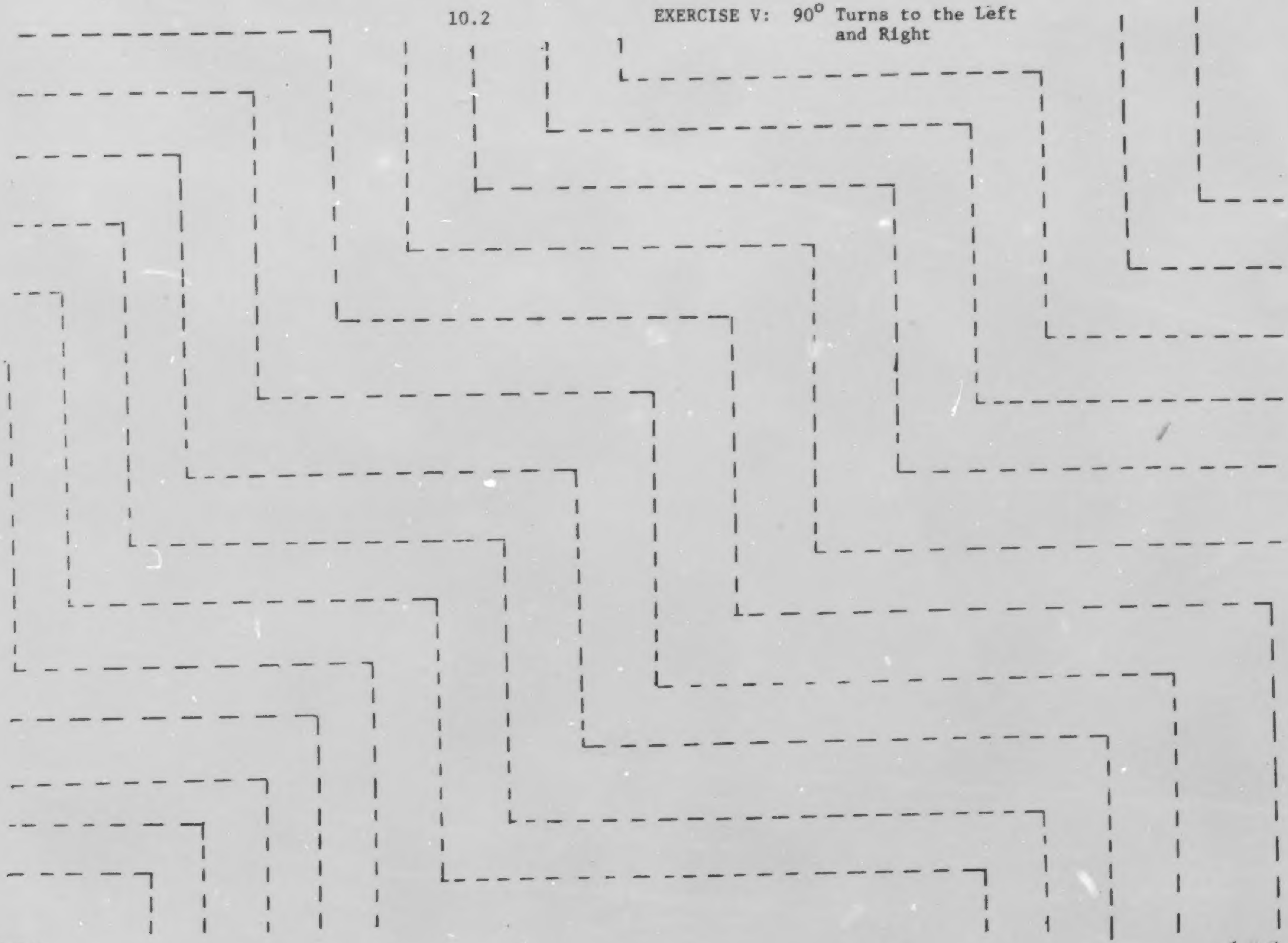
_____ 14. Circle all mistakes with red pencil.

_____ 15. Strive for 100% accuracy.

_____ 16. File in file folder.

10.2

EXERCISE V: 90° Turns to the Left and Right



10.2

Name________________________________

Date________________________________

Exercise VI: Circles

Performance Checklist. Stitch charts for speed and accuracy.

_____ 1. Seated at unthreaded machine; bobbin case removed.

_____ 2. Correct posture.

_____ 3. Paper exercise on L side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise at same time raise presser foot.

_____ 7. Grasp paper with bottom RH corner with LHT and I.

_____ 8. Position paper at starting point under needle.

_____ 9. Start machine by applying pressure with L toe.

_____ 10. Follow lines to make circle.

_____ 11. Completion of exercise grasp paper with RHT and I and put aside to designated area.

STOP WATCH time - 2M 15 S - 2M 45 S

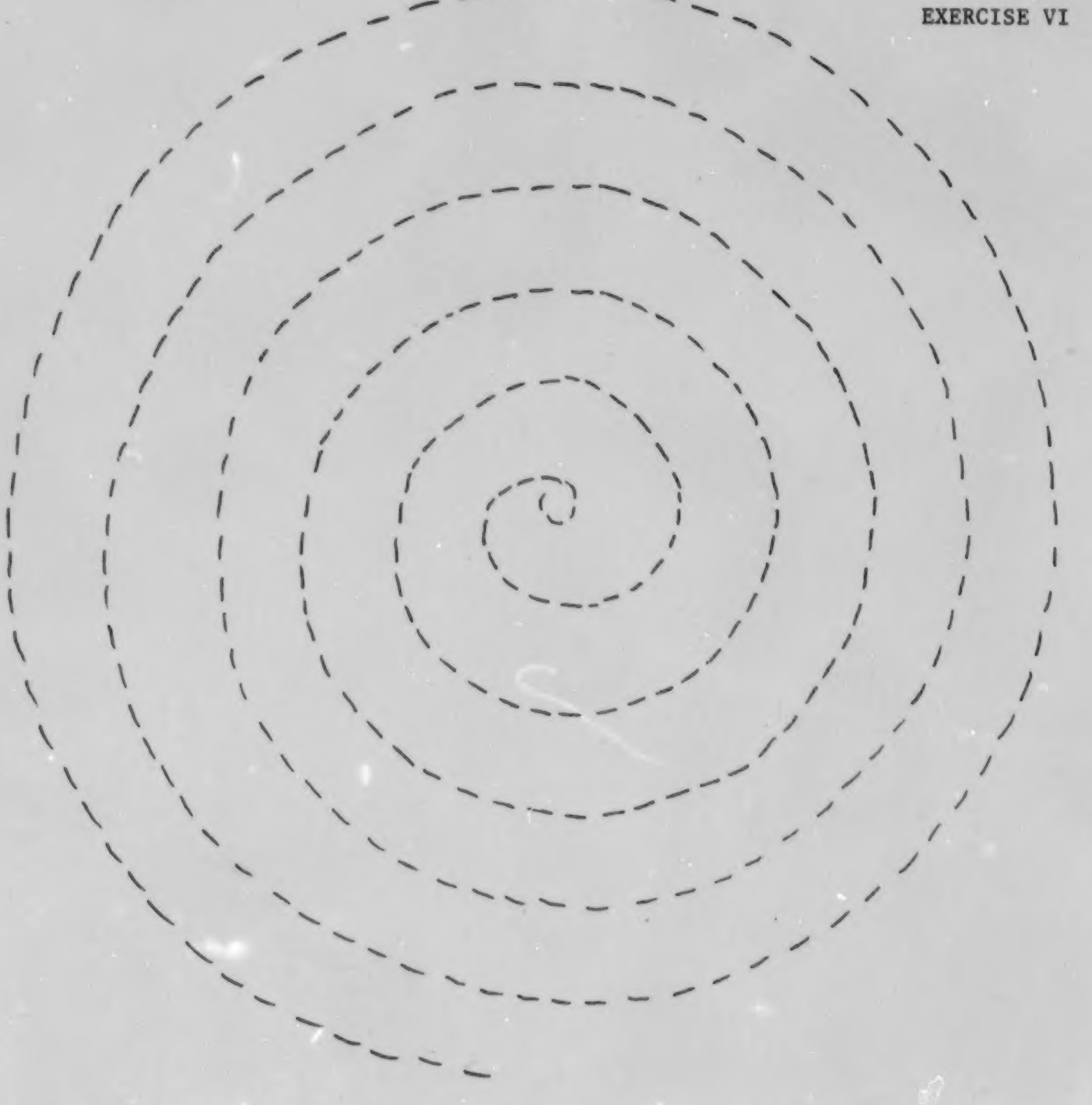
_____ 12. Circle all mistakes with red pencil.

_____ 13. Strive for 100% accuracy.

_____ 14. File in file folder.

10.2

EXERCISE VI



Name________________________________

Date________________________________

Exercise VII: Loops

Performance Checklist: Stitch charts for speed and accuracy.

_____ 1. Seated at unthreaded machine, bobbin case removed.

_____ 2. Correct posture.

_____ 3. Paper exercise on L side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise, at same time raise presser foot.

_____ 7. Grasp paper at bottom RH corner with LHT and I.

_____ 8. Position paper at starting point under needle, lower presser foot.

_____ 9. Regrasp bottom of paper exercise at bottom of sheet on each corner with both hands.

_____ 10. Start machine by applying pressure with L toe. Guide work so as to follow lines.

_____ 11. Stop at end of line with needle in raised position by applying pressure with R heel. Simultaneously, raise presser foot.

_____ 12. Follow same procedure through completion of exercise.

_____ 13. Completion of exercise, grasp paper with RHT and I and put aside to designated area.

STOP WATCH - time 7M 12 S - 8M 48 S

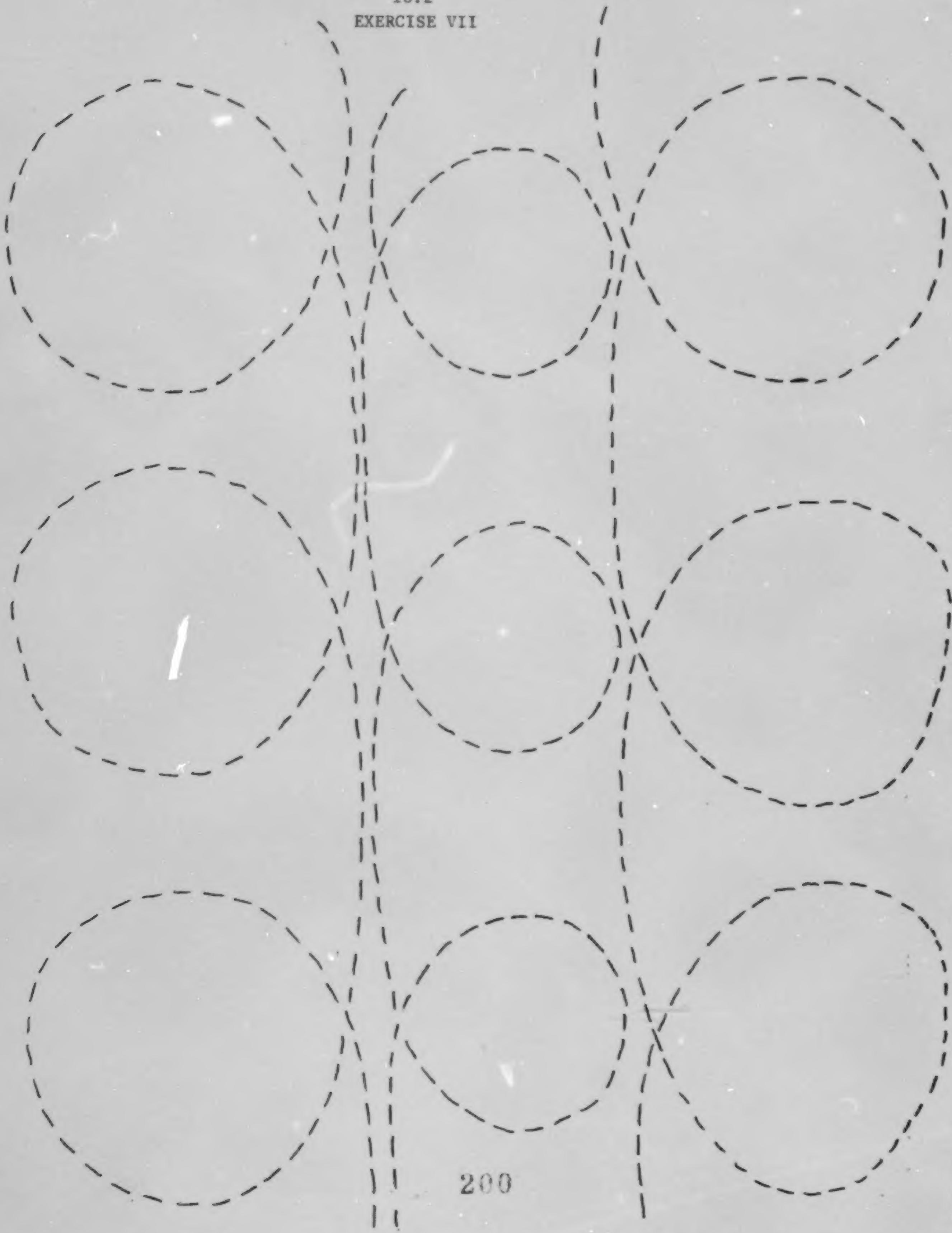
_____ 14. Circle all mistakes with red pencil.

_____ 15. 100% accuracy expected.

_____ 16. File in file folder.

10.2

EXERCISE VII



Name________________________________

Date________________________________

Exercise VIII: Waves with Back Tacking

Performance Checklist. Stitch charts for speed and accuracy.

_____ 1. Seated at unthreaded machine; bobbin case removed.

_____ 2. Correct posture.

_____ 3. Paper exercise on L side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise, at same time raise presser foot.

_____ 7. Grasp paper bottom RH corner with LHT and I.

_____ 8. Position paper at starting point under needle.

_____ 9. Start machine by applying pressure with L toe. Guide work so as to follow lines.

_____ 10. Backtack at beginning and end of each wave.

_____ 11. Turn paper clockwise 180° as fast as possible and position paper at next starting point.

_____ 12. Follow same procedure through completion of exercise.

_____ 13. Completion of exercise, grasp paper with RHT and I and put aside to designated area.

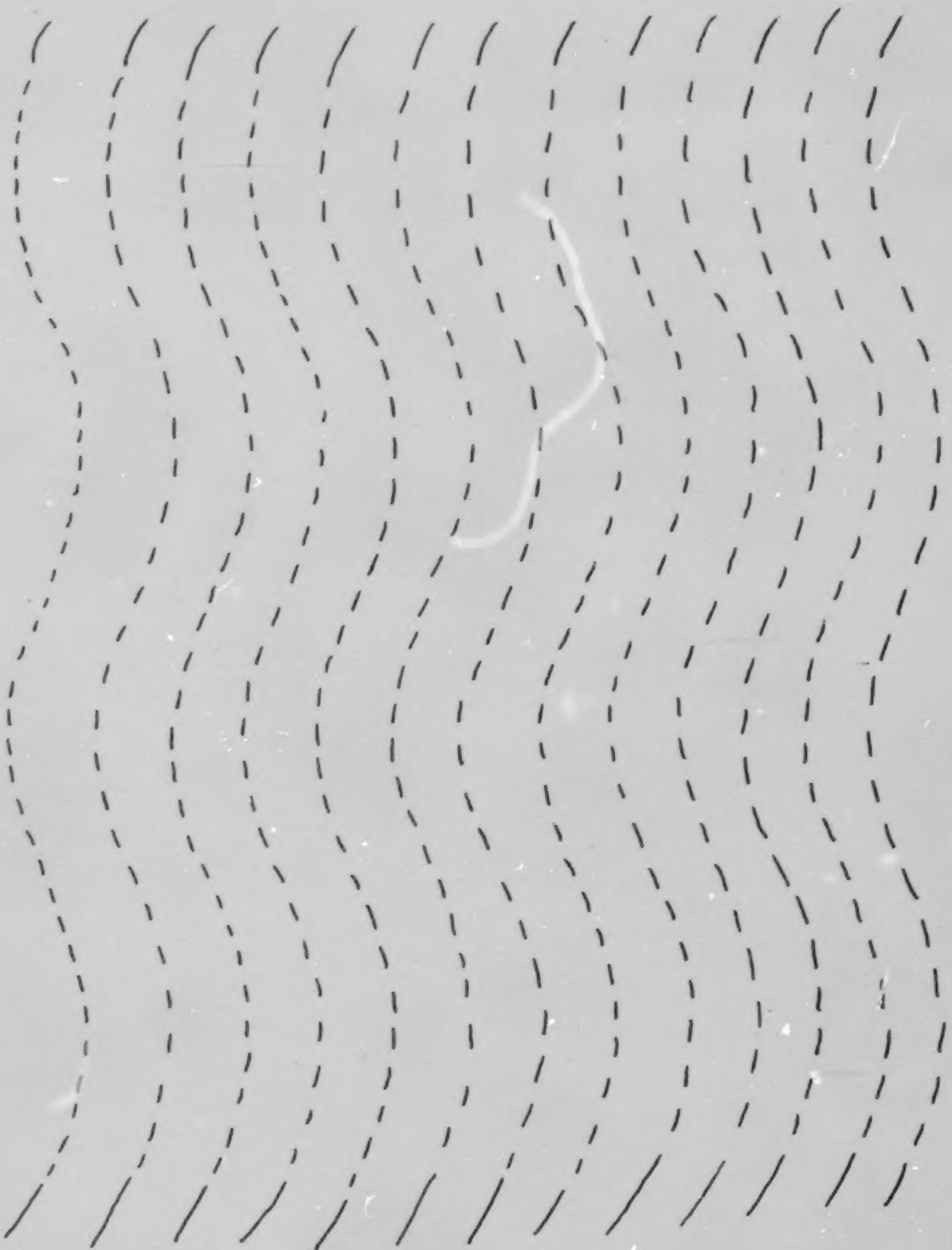
STOP WATCH - time 5M 24 S - 6M 36 S

_____ 14. Circle all mistakes with red pencil.

_____ 15. Strive for 100% accuracy.

_____ 16. File in file folder.

EXERCISE VIII: Waves with Back Tacking 10.2



Name__________________________________

Date__________________________________

Exercise IX: Stop at Cross Lines

Performance Checklist.

_____ 1. Seated at unthreaded machine; bobbin case removed.

_____ 2. Correct posture.

_____ 3. Paper exercises on left side of machine.

_____ 4. Needle in raised position.

_____ 5. START WATCH

_____ 6. Reach with LH for paper exercise, at same time raise presser foot.

_____ 7. Grasp paper at bottom right-hand corner with LHT and I.

_____ 8. Position paper at starting point under needle.

_____ 9. Lower presser foot and regrasp bottom of paper exercise at bottom of sheet on each corner with both hands.

_____ 10. Start machine by applying pressure with L toe. Guide work so as to follow lines.

_____ 11. Stop at cross lines with needle in raised position by applying pressure with right heel. Simultaneously, raise pressure foot.

_____ 12. Slide paper forward to next cross line starting point and start machine again.

_____ 13. Stop at each cross line in same manner and jump to the next cross line and continue sewing.

_____ 14. At end of line, turn paper 180° clockwise as fast as possible and position at next starting point.

_____ 15. At completion of exercise, grasp paper with RHT and I and put aside to designated area.

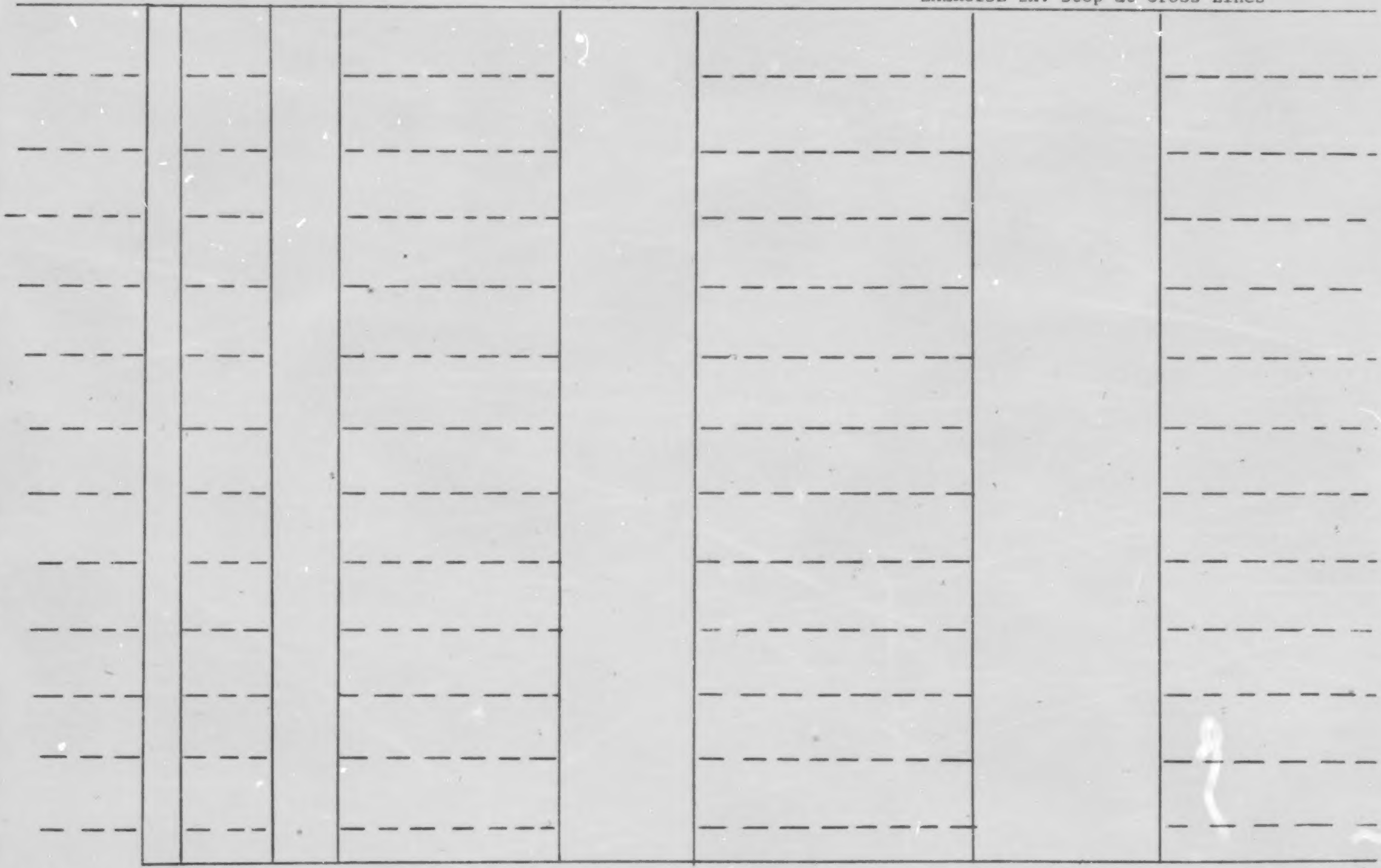
STOP WATCH

_____ 16. Circle all mistakes with red pencil.

_____ 17. File in file folder.

_____ 18. Strive for 100% accuracy.

EXERCISE IX: Stop at Cross Lines



Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.3 Operates, adjusts, and maintains an overedge machine.

Learning Objectives: 10.3.1 Given a list of parts found on the overedge machine, correctly identify each part according to the references below.

10.3.2 Given the overedge machine, demonstrate the proper procedure for threading the needle and the upper and lower loopers within five minutes.

10.3.3 Given the overedge machine, remove and replace the needle according to the specifications found in the service manual.

10.3.4 When using the overedge machine, be responsible for caring and cleaning the machine daily.

References: Overedge Service Manual

Power Sewing by Yvonne M. Hillinger, pages 226-233.

Industrial Needle Trades by Charles Walcoff, pages 53-58, 147-152.

Materials needed: overedge machine, scrap fabric, 3 spools of thread, tweezers and wire threading loops

Learning Activities:

1. Overedge or serging stitches are used in many garments to close seams as well as to prevent raveling. Sewing on the overedge machine is not hard at all. The hardest task in learning to use the overedge machine is the threading.

Before you try to thread the machine find all of the following parts:

- needle
- presser foot
- feed dog
- upper looper
- lower looper
- throat plate
- oil gauge
- knives
- thread stand
- tension assembly for needle
- tension assembly for upper looper
- tension assembly for lower looper
- foot control to operate machine
- foot control to raise presser foot

2. Ask your instructor for the Wall Chart which shows threading charts for several types of stitches. The only way to learn to thread this machine is to sit down at the machine with the chart and begin your task with placing the thread on the thread stand. Use the chart for Federal Stitch Type 504 as your guide. Use different colors of thread.

3. Ask your instructor for help when you are having trouble deciding where the thread goes.

4. When you have completed the threading, make a stitch sample to see if your threading is correct. Your instructor should show you how to operate the machine if you do not already know how.

5. Call your instructor to check your threading.

6. Threading the machine only once does not necessarily mean you can thread the machine correctly or that you are competent at this task. Come on now! Practice threading this machine several times before taking your competency test.

7. Practice cutting the thread, tying on a different spool, and pulling thread through the machine. This technique will save much time. Use this technique when you want to change spools of thread.

Evaluation: Take Post-Test--10.3.1, 10.3.2, 10.3.3.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name___________________________________

Date___________________________________

Post-Test--10.3.1, 10.3.2, 10.3.3

When your instructor calls the name of each part, point out the part.

	Right	Wrong
1. needle		
2. presser foot		
3. feed dog		
4. upper looper		
5. lower looper		
6. throat plate		
7. knives		
8. thread stand		
9. tension assembly for needle		
10. tension assembly for upper looper		
11. tension assembly for lower looper		
12. foot control to operate machine		
13. foot control to raise presser foot		
14. oil gauge		
15. Remove needle		
16. Replace needle		
17. Thread needle		
18. Thread lower looper		
19. Thread upper looper		

20. Attach a sample of overedge stitching to test paper.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.4 Operates, adjusts, and maintains a blindstitch machine.

Learning Objectives: 10.4.1 Given the procedure for threading the U. S. Blindstitch machine, thread the machine in 45 seconds.

10.4.2 Given the U. S. Blindstitch machine, replace the needle according to specifications in the service manual.

10.4.3 Given the U. S. Blindstitch machine, oil the machine according to specificaitons in the machine service manual.

10.4.4 Given the U. S. Blindstitch machine, practice hemming garments or scrap pieces of fabric.

References: Industrial Needle Trades by Charels Walcoff, pages 212-215.

U. S. Blindstitch service manual

Materials needed: scrap fabric, thread, scissors, oil suitable for machine, garments ready for hemming

Learning Activities:

1. Watch as your teacher demonstrates how to thread the U. S. Blindstitch machine. Practice threading the machine until you can meet the specified time. If threading the needle slows you down, cut the frayed thread end off or use a small threading wire.

2. Practice removing and replacing the needle using the outlined procedure provided with this job sheet.

3. Use the service manual as a reference for oiling the machine. Oil the machine as needed. Be able to explain to your instructor where to oil the machine and what type of oil to use.

4. Locate the following parts:

knee lifter
thread stand
tension assembly
front thread guide
needle clamp
needle
looper
handwheel
penetration dial
presser foot
edge guide
skip stitch ratio lever

5. Practice hemming scrap pieces until you can operate the machine smoothly. Do not rest knee against knee lifter during machine operation. This can affect needle penetration and result in non-uniform stitch quality. Do not pull work through machine, the machine will automatically feed it through.

6. Listen to instructor talk on adjusting the penetration dial. Do not make this adjustment without your instructor's supervision.

7. Many hours can be saved when using this machine for hemming garments. Hem several garments for practice. If you have nothing suitable ask your friends and relatives for garments ready to be hemmed.

Evaluation: Take Post-Test--10.4.1, 10.4.2, 10.4.3, 10.4.4.

Instructor will check hemmed garnent.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.4

Procedure for Threading U. S. Blindstitch Machine

Threading
45 seconds

1. Turn handwheel in direction away from operator until the needle reaches the extreme left.
2. Place thread cone on thread stand.
3. Pass thread from right to left through thread guide hole.
4. Slide thread between 2 tension discs.
5. Thread is brought out to the right of the guide arm.
6. Carry thread forward through front thread guide.
7. Down through needle clamp guide hole.
8. Thread needle from left to right.

Replacing
needle

1. Loosen needle clamp screw.
2. Slide clamp forward to release needle.
3. Remove needle.
4. Insert new needle and push it up into the groove of the needle lever as far as it will go.
5. Tighten needle clamp.
6. Turn handwheel slowly making sure needle is set correctly.

Name________________________________

Date________________________________

Post-Test--10.4.1, 10.4.2, 10.4.3, 10.4.4

1. Thread U. S. Blindstitch machine within 45 seconds.

2. Demonstrate for the instructor how to oil the U.S. Blindstitch machine. What type of oil is used to oil the machine?

3. Replace the needle as outlined in the procedure given in the service manual or with this job sheet.

4. As your instructor calls the name of each part, point to the part on the machine.

	Right	Wrong
1. skip stitch ratio lever		
2. edge guide		
3. presser foot		
4. penetration dial		
5. handwheel		
6. looper		
7. knee lifter		
8. thread stand		
9. tension assembly		
10. front thread guide		
11. needle clamp		
12. needle		

5. Demonstrate how to operate the U. S. Blindstitch machine by stitching a hem sample. Attach to test paper.

10.0 Develops additional skills in using power sewing machines.

Competency: 10.5 Operates, adjusts, and maintains a double needle machine.

Learning Objectives: 10.5.1 Given the procedure for threading the double needle machine, thread the machine within 1 minute, 15 seconds.

10.5.2 Given the double needle machine, oil and clean the machine according to specifications in the service manual.

10.5.3 Given the double needle machine, stitch 20 samples of top stitching following the finished edge of each sample.

References: Service manual for double needle machine.

Industrial Needle Trades, Charles Walcoff, pages 221-222.

Materials needed: double needle machine, 2 spools of thread, thread clips, scrap fabric, 2 bobbins

Learning Activities:

1. Watch as your teacher demonstrates how to thread the double needle machine. Practice threading the machine until you can meet the time requirement (1 minute, 15 seconds) following the threading procedure with this job sheet.

2. Always check oil each day. To check the amount of oil in the machine, open bed slide and check oil gauges. Oil should be at top of lines (designs) on gauges. Put a drop of oil in holes marked with red paint on the machine.

3. To prepare your stitching samples, first stitch regular seams with single needle machine; press as for an enclosed seam (collar, cuffs); then top stitch with double needle machine along the edge of each sample.

Evaluation: Instructor will time you on threading the double needle machine within 1 minute, 15 seconds.

Instructor will check top stitching on 20 samples.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.5

Procedure for Threading Double Needle Machine

Threading (1 minute, 15 seconds)

Left Needle Thread:

1. Thread on left spool holder.
2. Top left thread guide.
3. Left thread guide, threading from left to right top hole, then bottom hole.
4. Around left tension on left side.
5. Thread right around large tension.
6. Thread guide.
7. Front hole in thread take-up.
8. Thread guide.
9. Thread guide.
10. Thread guide
11. Left hole in needle bar.
12. Thread left needle from center out.

Right Needle Thread:

1. Thread on center thread holder.
2. Right thread guide.
3. Right thread guide, thread from right to left top hole, then bottom hole.
4. Right around right tension.
5. Right around large tension.
6. Thread guide.
7. Thread guide.
8. Back hole in thread take-up.
9. Thread guide.
10. Thread guide.
11. Thread guide.
12. Right hole in needle bar.
13. Thread right needle from center out.

Left Bobbin:

1. Hold bobbin in left hand; thread coming off back of bobbin.
2. Drop in left bobbin case, through slit in bobbin case, and under V point.

Right Bobbin:

1. Hold bobbin in right hand; thread coming off back of bobbin to needle.
2. Drop in right bobbin case, through slit in bobbin case, and under V point.
3. Hold both top needle thread, turn balance wheel one complete turn to pick up bobbin threads.
4. Place all four threads under presser foot to back to begin sewing.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.6 Operates, adjusts, and maintains an upholstery machine.

Learning Objectives: 10.6.1 Given procedure for threading upholstery machine, thread the machine within 35 seconds.

10.6.1 Given an upholstery machine, thread the bobbin and adjust the stitch regulator according to the service manual for the machine or procedure provided with this job sheet.

10.6.3 Given an upholstery machine, oil and clean the machine according to the machine specifications.

Reference: Upholstery Machine Service Manual.

Materials needed: upholstery machine, thread, thread clips, scrap fabric

Learning Activities:

1. Watch as your instructor threads the upholstery machine. Practice threading the machine until you can meet the time requirement.

2. Follow procedure for threading the bobbin and regulating the stitch length.

3. Practice cleaning the machine using same procedure given for the single needle machine. Always check plastic bottle on back of machine for oil. Bottle should be 3/4 full. Oil each red dot on machine as needed.

4. Practice stitching cording, placing large toe of presser foot on cording and small toe beside cording. Make a 24 inch strip of material. Keep sample of stitching in file folder.

Evaluation: Instructor will time you on threading upholstery machine.

Demonstrate how to thread bobbin and regulate stitch length.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.6

Procedure for Threading the Upholstery Machine

Upper threading:
(35 seconds)

1. Place cone of thread on cone holder.
2. Thread guide from back through tube.
3. Thread guide from right to left.
4. Go around first tension on left side.
5. Go around second tension on right side. Push knee pedal to release thread around tensions.
6. Thread take-up.
7. Slide behind felt thread guide.
8. Needle thread guide.
9. Needle from left to right. Draw about three inches of thread through the eye of needle with which to begin sewing.

Bobbin placement:

1. Hold bobbin in right hand with thread coming off back of bobbin to machine.
2. Drop in bobbin case in machine. Pull through slot then under projection.

Procedure for stitch length regulation:

1. Stop machine.
2. Depress button on head of machine.
3. Turn pulling to you slowly until button drops into notch.
4. Turn pully to desired stitch length and release.
5. Minus mark less tension. Plus mark more tension.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.7 Operates, adjusts, and maintains a buttonsewing machine.

Learning Objectives:

10.7.1 While using the buttonsewing machine, use safe work habits as outlined by the instructor.

10.7.2 Given the buttonsewing machine, oil the machine according to the procedure described in the service manual.

10.7.3 Given the procedure for threading the buttonsewing machine, thread the machine within one minute.

10.7.4 Given a list of parts found on the buttonsewing machine, name each part according to the service manual.

10.7.5 Given a needle for the buttonsewing machine, demonstrate how to set the needle with the long groove in front facing the operator.

10.7.6 Given the buttonsewing machine, demonstrate how to adjust the position of the clamp for sewing a two-hole button to sewing a four-hole button.

10.7.7 Given the buttonsewing machine, sew 20 two-hole buttons and 20 four-hole buttons on a piece of scrap fabric.

References: Service manual for buttonsewing machine.

Materials needed: "Type B" oil, thread, scrap fabric, 20 two-hole buttons of same size, 20 4-hole buttons of same size

Learning Activities:

1. Listen carefully as your instructor demonstrates how to use the buttonsewing machine. Be sure you understand all safety procedures before you practice using the machine alone. Follow safety rules on 175 Safety Sheet.

2. Find all points on the machine that are to be oiled. This machine is to be oiled as needed. Place one drop of oil in each of the small holes about the machine. (These holes may be marked with red paint.)

3. Practice threading the machine until you can meet the time requirement. Ask a classmate or the instructor to time you in a practice run.

4. As you thread the machine, name each part that the thread passes. The list of parts you need to know for Objective 10.7.4 include the following:

    - needle
    - thread
    - tension (2 tensions)
    - thread guide (5 guides)
    - face plate thread retainer
    - thread take-up
    - roller guide
    - clamp
    - pulley

5. Sometimes a needle will break while sewing buttons on garments. When this happens, you are responsible for replacing the broken needle. Ask your instructor what the policy is for getting a new needle. Under the instructor's supervision, replace the needle. Later you will demonstrate how to replace the needle for your instructor by yourself. Don't trust a classmate for this information--get it straight from the instructor.

6. Practice adjusting the clamp for sewing a four-hole button, then a two-hole button. First find the large pin, then remove the pin. A four-hole button requires the bottom setting while a two-hole button requires raising the back of the clamp to top hole setting. Turn the machine on and trip the pedal. Watch the cycle for a two-hole cycle, then change to a four-hole setting and watch the four-hole cycle.

7. At last, you are ready to sew buttons to fabric. But not just yet. You still need a little more information about positioning buttons in the clamp and adjusting the clamp for button size. Again ask your instructor for help. You will need 20 two-hole buttons and 20 four-hole buttons, and a piece of fabric.

Evaluation: Take Post-Test--10.7.3, 10.7.4, 10.7.5, 10.7.6.

Demonstrate for your instructor how to oil the machine manually.

Instructor will check 40 buttons.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.7

Handout--175 Safety Sheet

The Buttonsewing machine is certianly a time saving machine. Buttons can be stitched on to a garment as quick as a blink of the eye. As in anything else, as soon as an operator becomes careless, accidents will happen. Sorry are the operators who have a button stitched to their finger. To prevent accidents and damage to the machine, follow the safety rules listed below.

Never rest foot on starting treadle.

When machine is sewing buttons, do not raise clamp until machine has stopped.

To sever the thread, raise the clamp all the way up before withdrawing the work.

Keep hands back from needle when machine is operating.

Turn machine off before making adjustments.

Never oil machine manually while it is in operation.

If oil spills on table top or on sides of machine, wipe it off immediately.

Turn off motor when cleaning machine.

Keep foot off treadle when replacing needle.

Make only those adjustments you have been trained to do.

Report trouble to instructor immediately.

Do not talk to your neighbor while sewing.

Keep your eyes on your hands as you work.

Think! Be alert at all times.

Name________________________________

Date________________________________

Post-Test--10.7.3, 10.7.4, 10.7.5, 10.7.6

1. Thread buttonsewing machine within 1 minute.

2. As the instructor calls the name of each part, point out the part.

	Right	Wrong
a. needle		
b. thread		
c. tension		
d. tension		
e. thread guide		
f. thread guide		
g. thread guide		
h. thread guide		
i. thread guide		
j. face plate retainer		
k. thread take-up		
l. roller guide		
m. clamp		
n. pulley		

3. Remove and replace needle correctly.

4. Adjust clamp for 2-hole button.

   Adjust clamp for 4-hole button.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.8 Operates, adjusts, and maintains a zig-zag machine.

Learning Objectives: 10.8.1 Given the procedure for threading the zig-zag machine, thread the upper threading system (top) in 35 seconds.

10.8.2 Given a zig-zag machine, remove and replace the bobbin case cap according to instructions in service manual or according to the procedure checklist for this job sheet.

10.8.3 Given a zig-zag machine, demonstrate how to change the needle position from left to right and how to set the width position control for wider stitching according to instructions in the service manual.

10.8.4 Given a zig-zag machine, demonstrate how to set the stitch length regulator for forward and reverse feeding according to instructions in the service manual.

10.8.5 Given a zig-zag machine, clean and oil the machine according to instructions in service manual.

References: Service manual for zig-zag machine.

Industrial Needle Trades by Charles Walcoff, pages 209-211.

Materials needed: zig-zag machine, thread, thread clips, scrap fabric, bristle brush, oil recommended for machine

Learning Activities:

1. Review information given on pages 209-211 of Industrial Needle Trades.
2. Watch as your instructor demonstrates how to thread zig-zag machine. Practice until you can thread machine within allotted time.

3. Change the stitch width control several times. Make a sample of stitching with width control set at 2, 4, 6, and 8. Give your sample to your instructor to check.

4. Move hand lever beside width control up or down to change the needle position.

5. Ask your instructor to show you how to regulate the length of stitches. Some factories do not like for their operators to change stitch length. This is done by their maintanance people in order not to damage the feeding mechanism or machine. For our part, all students will change stitch length when needed. Practice this task under instructor's supervision.

6. Although most machines automatically oil machine parts, you will need to oil each red dot marked on machine as needed (sometimes daily). Consult the service manual for information on type of oil and how to oil machine. Use same procedures for cleaning machine as given for the single needle machine.

7. Trace the upper threading on worksheet, "Threading the Zig-Zag Machine." Identify those parts numbered.

8. Design a motif of applique sample using the zig-zag machine. Display your design on the bulletin board when completed. You may want to use different colors of thread or scraps of fabric with different textures.

Evaluation: Instructor will time you on threading the upper threading system (35 seconds).

Demonstrate threading bobbin, changing stitch width control from 2 to 8, reversing stitching.

Instructor will check stitching sample and applique sample.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

10.8
Procedure Checklist for Threading Zig-Zag Machine

Upper threading: (35 seconds)	1.	Turn machine pulley toward operator until needle is at its highest position.
	2.	Place cone of thread on holder.
	3.	Thread guide from right to left.
	4.	Insert thread into pretension from right to left.
	5.	Wrap around tension two times.
	6.	Thread over thread take-up spring on tension.
	7.	Under thread hook.
	8.	Thread guide of long shoot.
	9.	Thread around opening in face plate on side of machine.
	10.	Thread guide.
	11.	Needle thread guide.
	12.	Thread needle from front to back.
Remove bobbin case cap:	1.	Turn machine pulley toward the operator until the needle is at its highest point.
	2.	Reach under the table in back of machine, open bobbin latch and pull case out.
Threading bobbin case:	1.	Hold bobbin between thumb and forefinger of right hand. Thread will unwind to the left.
	2.	Hold bobbin case with left hand with spring upward and place bobbin into bobbin case.
	3.	Pull thread into first slot toward hand under spring through the next slot into bobbin case and lead thread out through the third slot.

Replace bobbin case:

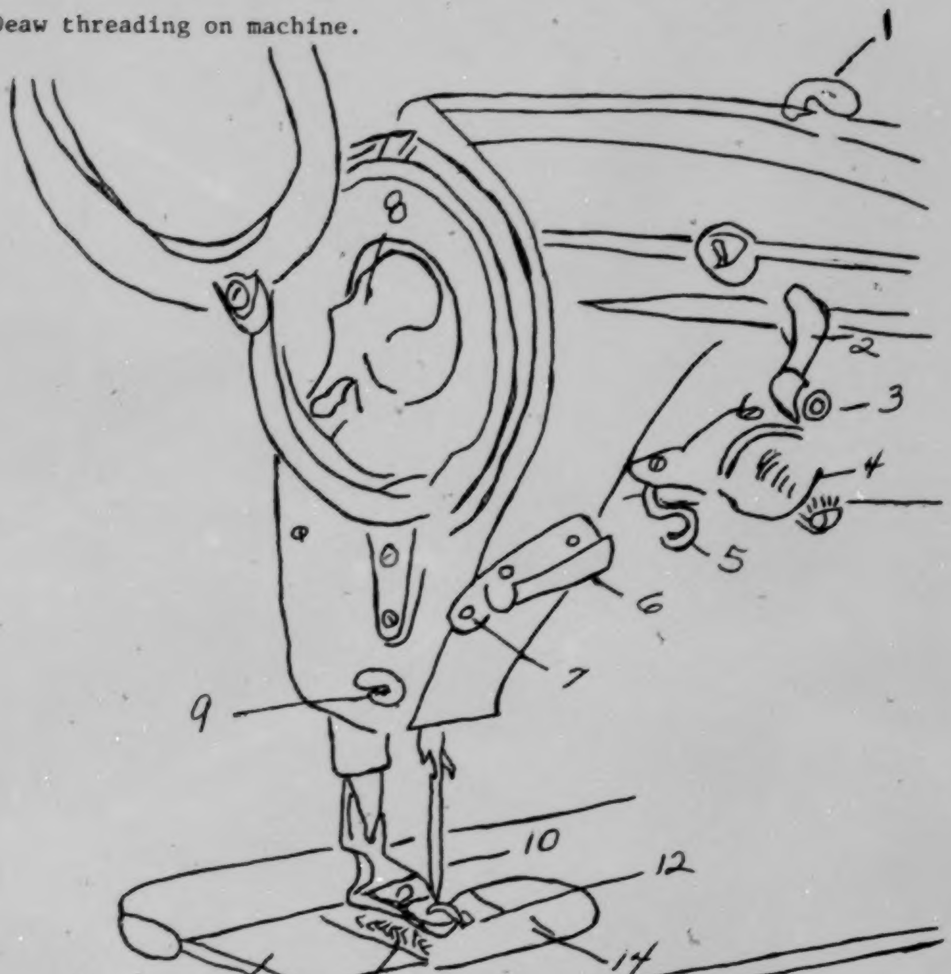
1. Take bobbin case by the latch, place on center stud of bobbin case holder.
2. Release latch, press bobbin case until it clicks in place, allow about 2 inches - 50.8 mm of thread to hang free.

Name________________________________

Date________________________________

10.8
Worksheet--Threading a Zig-Zag Machine

Deaw threading on machine.


1
8
2
3
4
5
6
7
9
10
12
14
13
11

Write the name of each part in the corresponding blank.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Task: 10.0 Develops additional skills in using power sewing machines.

Competency: 10.9 Operates, adjusts, and maintains a post bed machine.

Learning Objectives:

10.9.1 Given the post bed machine, oil and clean the machine according to the procedure described in the service manual.

10.9.2 Given the procedure for threading the post bed machine, thread the machine within 1 minute.

10.9.3 Given a list of parts found on the post bed machine, name each part according to the service manual.

10.9.4 Given a needle for the post bed machine, demonstrate how to set the needle so that the long groove faces left (outside) and the short flat groove faces right (inside).

10.9.5 Given the post bed machine, regulate the tension according to the procedure described in the service manual.

References: Post bed machine Service Manual.

Procedure checklist for the post bed machine.

Materials needed: oil type as stated in machine manual, (Singer Type A or C), soft cleaning rags, lint brush, left twist thread, scraps of leather, vinyl, or heavy fabric

Learning Activities:

1. Read the service manual on cleaning and oiling the post bed machine. If you do not have a service manual, you can use the procedure checksheet following this job sheet on using the post bed machine. With your instructor's guidance, clean and check oil. This task should be done each day before using the machine.

2. Some industrial machines require different types of thread. The Singer 236 Post Bed machine uses a left twist thread only for the upper threading system (needle). To determine the thread twist, hold the thread between the thumb and first finger of each hand; then with the right hand, roll the thread over toward you. If the strands of thread wind tighter, the thread is a left twist; if the strands unwind or separate; the thread is a right twist thread.

3. Practice threading the machine until you can do it within one minute. This includes the bobbin as well as bringing bobbin thread up through the hole in the throat plate. Have another classmate time you. It will take you several tries to meet this time.

4. A good sewing operator should be able to identify the following parts.

    bobbin case cap
    latch on center stud
    slide plate
    throat plate
    needle bar
    thread lubricator
    tension discs
    roller presser
    bobbin winder spindle
    oil gauge dip stick
    oil reservoir
    tension on bobbin winder
    thumb nut
    needle
    thread stand

    Find each part on the sewing machine. If you do not have an operator's manual, ask your instructor to help you find the parts.

5. Chances are as a post bed machine operator you will break many needles. A good operator is able to make this repair. Practice replacing the needle several times making sure the needle is placed with the long groove facing left and the short flat groove facing right. Ask your instructor to check the needle for correct placement.

6. If you have completed all the learning activities for this job sheet, you are ready to sew. Practice stitching on leather goods or other goods your instructor gives you. You may want to construct a leather vest or purse.

7. The tension on the needle and bobbin threads should be balanced. If the stitches do not look the same on both sides your tension is out of adjustment. Tension adjustments may be made by turning the thumb nut--to tighten, turn thumb nut to the right; to loosen, turn thumb nut to the left.

Evaluation: Take Post-Test 10.9.1 - 10.9.5.

Instructor will check stitching samples for correct tension.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name_______________________________

Date_______________________________

Post-Test--10.9.1 - 10.9.5

Each item is worth a number of points which total 100. If you have completed all learning activities successfully, you should be able to score 100% on this test.

_____ 10 pts 1a. Demonstrate how to check oil reservoirs.

_____ 10 pts b. Demonstrate how to clean post bed machine.

_____ 25 pts 2. Thread the post bed machine within one minute.

55 - 60 seconds -- 25 pts
61 - 65 seconds -- 20 pts
66 - 70 seconds -- 15 pts
71 - 75 seconds -- 10 pts
76 - 80 seconds -- 5 pts
81 - seconds -- 0 pts

_____ 15 pts 3. Point to each part as it is named.

1. bobbin winder spindle
2. oil gauge dip stick
3. oil reservoir
4. tension on bobbin winder
5. thumb nut
6. needle
7. thread stand
8. bobbin case cap
9. latch on center stud
10. slide plate
11. throat plate
12. needle bar
13. thread lubricator
14. tension discs
15. roller presser

_____ 20 pts 4. Demonstrate how to remove and replace the needle correctly.

_____ 10 pts 5a. Demonstrate how to tighten the tension while stitching a piece of goods.

_____ 10 pts b Demonstrate how to loosen the tension while stitching a piece of goods.

10.9
Procedure Checklist for the Post Bed Machine

Oiling the machine:

1. (Singer 236) Before starting machine, remove oil gauge dip stick.
2. Fill oil reservoir so that the oil level is between the two marks on the dip stick.
3. For best results use Singer "Type A" or "Type C" oil.
4. Apply oil to places indicated with red paint.
5. Every few weeks apply oil to the bobbin winder spindle.
6. Check oil level in reservoir everyday. Never allow the oil level to drop below the low mark on dip stick.

To set the needle:

1. Turn the balance wheel over toward you until the needle bar reaches its highest point.
2. Loosen the lower set screw at the end of the needle bar.
3. Put the needle up into the bar as far as it will go.
4. Place the long groove to the left and the needle eye in line with arm of the machine.
5. Tighten the screw.

A bent needle will cause your machine to skip stitches, you will be unable to keep a perfectly even margin and, in many cases, a run-off will take place.

A hook or burr on the needle will result in a finish that looks blurred.

Check needles often to make sure that these defects are not present.

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 11.0 Demonstrates a knowledge of sewing lingerie fabrics.

____________ 11.1 Demonstrates a knowledge of cutting, measuring, marking, and sewing lingerie fabrics.

____________ 11.2 Demonstrates skill in sewing lingerie seams, hems, and decorative trims.

____________ 11.3 Demonstrates skill in gathering and binding lingerie fabric.

____________ 11.4 Constructs special lingerie garments or undergarments.

____________ 11.5 Applies decorative trims.

____________ 11.6 Evaluates work as to neatness and accuracy.

Comments:

Task: 11.0 Demonstrates a knowledge of sewing lingerie fabrics.

Competency: 11.1 Demonstrates a knowledge of cutting, measuring, marking, and sewing lingerie fabrics.

Learning Objectives: 11.1.1 Given a list of references, describe on a written test the procedures used for cutting, measuring, marking, and sewing lingerie fabrics.

11.1.2 Given 5 pieces of tricot fabric, indicate the right side by marking it with scotch tape.

References: The Feminine Art of Sewing Lingerie by Dolores Krinke, pages 1-12.

It's Easy to Sew Lingerie by Kerstin Martensson, pages 9-30.

Pamphlets--"Lingerie Sewing on Tricot" Stitch in Time,
Vol 40, No. 1-T, Coats and Clark, Inc.
"Techniques for Sewing Beautiful Lingerie", by
Simplicity.

Materials needed: tricot fabric scraps, transparent tape, paper, pencil

Learning Activities:

1. Review any of the references listed above.
2. Ask your instructor to show you how to determine which is the right side of several tricot fabric scraps. Put a piece of transparent tape on the right side. This takes the constant guesswork out of making sure right sides are placed together before stitching seams.
3. You may want to complete the worksheet on "Sewing Lingerie Fabrics" as a review for your test. Ask your instructor to check your answers.

Evaluation: Take a written Post-Test--11.1.1, 11.1.2.

Identify right sides of 5 tricot samples with no errors.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

11.1

Name__________________________________

Worksheet--Sewing Lingerie Fabrics

Write out the answers and discuss them with your instructor before taking the written test.

1. In a brief sentence, describe the method for determining the right side of tricot fabric.

2. Is it a good idea to keep a pair of shears for cutting lingerie fabrics only in your sewing box if you sew a good many lingerie garments? Explain your answer. Be sure to include cutting materials needed.

3. What is a recommended technique for transferring markings to tricot fabric?

4. Because pins could cause holes or could damage tricot fabric, what methods would you use in attaching patterns to tricot fabric before cutting out the garment?

5. How does one securely fasten stitches at the beginning and end of seams?

6. Does one need a fancy machine to stitch lingerie garments?

   Explain what machine adjustments are necessary for sewing lingerie fabrics.

   Needle--
   Thread--

7. How does one hold or position the lingerie fabric while sewing seams on the sewing machine?

8. How does one sew elastic so that the amount of stretch is divided evenly around the waist of a half slip?

5. Look at the numbered tricot samples. Determine the right and wrong sides of each sample. Mark each right side with a piece of transparent tape.

   A.

   B.

   C.

   D.

   E.

6. In a short sentence, state one type of seam construction suitable for a nylon tricot garment.

7. In a brief paragraph, explain the technique for applying elastic to waist so that the amount of stretch is divided evenly.

8. Explain in a sentence how one holds or positions lingerie fabric while stitching seams.

9. Because pins could cause holes or could damage tricot fabric, what method would you use in attaching patterns to tricot fabric before cutting the garment out? Explain your answer in a brief paragraph.

10. There are several accepted methods for applying lace to nylon tricot garments. Choose one of these methods and explain the procedure in a brief paragraph.

Task: 11.0 Demonstrates a knowledge of sewing lingerie fabrics.

Competency: 11.2 Demonstrates skills in sewing lingerie seams, hems, and decorative trims.

Learning Objectives: 11.2.1 Given a list of lingerie seams, make a sample of each to be placed in your file folder according to instructions found in The Feminine Art of Sewing Lingerie, by Dolores Krinke.

11.2.2 Given a list of lingerie hems, make a sample of each hem to be placed in your sample folder according to instructions found in The Feminine Art of Sewing Lingerie, by Dolores Krinke.

11.2.3 Given tricot fabric make tubing according to instructions found in The Feminine Art of Sewing Lingerie, by Dolores Krinke.

11.2.4 Given a list of decorative trims, select one to make as a sample according to instructions found in The Feminine Art of Sewing Lingerie, by Dolores Krinke.

References: The Feminine Art of Sewing Lingerie, by Dolores Krinke, pages 28-39.

Pamphlet--"Lingerie Sewing on Tricot," Stitch in Time, Vol 40 No. 1-T, Coats and Clark, Inc.

Materials needed: scrap fabric, thread suitable for sewing tricot fabric, machine needle size 11, scissors, pins, zig-zag sewing machine or straight needle power machine

Learning Activities:

1. Review prepared samples of lingerie seams. Prepare the following seams.

1.	Straight stitch with zig-zag	page 25
2.	French seam	page 23
3.	Flat felled seam	page 23
4.	Top stitched seam	page 23

Staple each sample on paper and label. Write directions as to how you make each sample for future references. Place these in your file folder.

2. Review prepared samples of lingerie hems. Prepare the following hems:

    1. narrow machine stitched hem (page 34, The Feminine Art of Sewing Lingerie)
    2. double stitched hem (page 34, The Feminine Art of Sewing Lingerie)
    3. rolled hem (page 34, The Feminine Art of Sewing Lingerie)

        Use power machine 281 and rolled hem foot.

    4. shell edge (page 36, The Feminine Art of Sewing Lingerie)

        Blind stitch setting on domestic machine.

    5. ripple stitched edge (page 37, The Feminine Art of Sewing Lingerie)

    Staple each sample in a file folder and label. You may want to write directions as to how you made each sample for future reference.

3. Ask your instructor to show you several decorative trims--tubular loops for button loops, scrolls, frogs; lace trims and appliques; rosettes. Select a trim you especially like and make a sample for your folder. If you cannot find directions for making a tubular loop, ask your instructor to help you.

Evaluation: Give your sample folder to your instructor for evaluation.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 11.0 Demonstrates a knowledge of sewing lingerie fabrics.

Competency: 11.3 Demonstrates skill in gathering and binding lingerie fabric.

Learning Objective: 11.3.1 Given scraps of tricot fabric, prepare a gathered neckline sample using the French binding method found in The Feminine Art of Sewing Lingerie, by Dolores Krinke.

References: The Feminine Art of Sewing Lingerie, by Dolores Krinke, pages 28-29.

Materials needed: scrap fabric (tricot and nylon sheer tricot), thread suitable for sewing tricot fabric, needle suitable for stitching tricot, zig-zag machine or straight needle power machine, scissors, pins

Learning Activities:

1. Look carefully at the French binding sample prepared by your instructor. Have you seen French binding used on other garments?
2. Go to a store where lingerie garments are sold. Examine the peignoirs to see if you can find French binding.
3. Ask your instructor to demonstrate the method for applying French binding.
4. Gather enough scrap materials to make a sample which is to be placed in your sample folder.

Evaluation: Ask your instructor to check your sample.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 11.0 Demonstrates a knowledge of sewing lingerie fabrics.

Competencies:
11.4 Constructs special lingerie garments or undergarments.
11.5 Applies decorative trims.
11.6 Evaluates work as to neatness and accuracy.

Learning Objectives:

11.4.1 Given time during class, construct two lingerie garments from tricot fabric according to directions given in your pattern guide.

11.5.1 When constructing your lingerie garments, use one of the decorative trims found in Chapter eleven in The Feminine Art of Sewing Lingerie.

11.6.1 After completing two lingerie garments, evaluate each garment according to the rating chart for this job sheet.

References: Pattern guide sheet or other special instructions for construction of garment.

Materials needed: lingerie fabric for two garments, pattern, elastic, lace, thread, pins, shears, domestic sewing machine or 281 machine and size 11 needle

Learning Activities:

1. Now that you can handle tricot fabric select a lingerie project you think that might be fun to make. Try a long slip for wearing under a prom gown and a pair of bikini panties to match.

   OR

   Select a pattern from the lounge wear section of any pattern catalog. Use the following procedure for constructing your garment.

   a. Preshrink fabric in washing machine or by hand. Wash the fabric just as you expect to launder the garment when it is complete.

   b. Tune up your sewing machine by stitching on a piece of tricot scrap. Check the tensions and stitching line to see if any machine adjustments need to be made.

c. Lay your pattern on the fabric. Check the measurements to see if you need to make any alterations. Ask your instructor to check your work. Cut your garment out. Label right side of each piece with transparent tape.

d. Construct the garments according to your guide sheet directions. If you cannot understand the pattern guide sheet, make sure to ask the instructor for help. As the wise old teacher said, "It's better to be safe than sorry!"

2. Use a decorative trim to set your garments off from just a plain gown or slip. You can apply laces, ribbons, bows, flowers. Read Chapter 11 for instructions on various decorative finishes. You may want to make scruffs to match a peignoir or slip. See instructions beginning on page 139 in The Feminine Art of Sewing Lingerie.

Evaluation: Show your garments to your instructor in order that she may certify that you have completed this competency.

Evaluate each garment according to the rating scale. Discuss your rating with your instructor.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name______________________________

11.6

Rating Chart

Rate each item by circling the number that best represents your work.
A rating of 5 is considered to be as near perfect as possible.
A rating of 3 is considered to be near average.
A rating of 1 is considered to be poor and needs improvement.

	Poor Work		Average Work		Excellent Work
1. Garment cut according to degree of stretch.	1	2	3	4	5
2. Suitable seam finish used.	1	2	3	4	5
3. Elastic applied correctly.	1	2	3	4	5
4. No puckering along stitching line.	1	2	3	4	5
5. Overall neatness.	1	2	3	4	5
6. Well pressed.	1	2	3	4	5
7. No hanging threads or unsightly knotted threads at beginning and end of stitching.	1	2	3	4	5
8. Correct tension.	1	2	3	4	5
9. Right sides of tricot on outside of garment.	1	2	3	4	5
10. Even stitching.	1	2	3	4	5

Total Points____________________

45-50	Excellent Seamstress	30-34	Average Seamstress
40-44	Outstanding Seamstress	25-29	Below Average Seamstress
35-39	Good Seamstress	0-24	Unacceptable

Comments:

Required Student References for Task Area 11.0

Books:

The Feminine Art of Sewing Lingerie. Dolores Krinke, St. Paul, Minnesota.

It's Easy to Sew Lingerie. Kerstin Martensson, Knit-Kits Inc., Minneapolis, Minnesota.

Pamphlets: "Lingerie Sewing on Tricot" Stitch in Time Series, Vol. 40 No. 1-T, Coats and Clark, Inc.

"Techniques for Sewing Beautiful Lingerie," from Simplicity Pattern Company.

Lingerie Supplies:

Kieffer's Lingerie Fabrics and Supplies, Inc.
1625 Hennepin Avenue
Minneapolis, Minnesota 55403

Knit Kits
216 Third Avenue North
Minneapolis, Minnesota 55401

Equipment: 281 power sewing machine and/or sewing machines capable of sewing stretch fabrics
size 11 Singer machine needles or size 70 Viking machine needles
tricot scrap fabrics, polyester threads, sharp pins, dressmaker shears or barber shears

See Appendix for Publisher's List

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 12.0 Makes and fits pants.

____________ 12.1 Demonstrates how to measure the human figure for pants.

____________ 12.2 Explains procedure for altering pants pattern.

____________ 12.3 Constructs and fits a pair of pants.

____________ 12.4 Evaluates pants for fit.

Comments:

Task: 12.0 Makes and fits pants.

Competency: 12.1 Demonstrates how to measure the human figure for pants.

Learning Objective: 12.1.1 Following a demonstration on measuring the human figure for pants, complete the worksheet, Figure your Fit.

References: Everything About Sewing Pants and Jumpsuits, Vogue Patterns.

The Vogue Sewing Book, pages 156-157.

Filmstrip: "Figure Your Fit - Pants", McCall's Custom Method of Sewing.

Materials needed: tape measure, string or yarn, pencil

Learning Activities:

1. View instructor demonstration on measuring the human figure.

OR

2. View a filmstrip "Figure Your Fit - Pants" by McCall's Custom Method of Sewing.

3. Select a partner to help take your measurements. You cannot accurately measure yourself, someone must measure you. You will need a tape measure and the fitting chart. First remove bulky clothing if possible, as you would not want to measure bigger than you really are. Tie a string around your waist to indicate natural waistline. Fill in the worksheet. If you are having trouble with this task, ask your instructor for help.

4. As an extended activity, you may choose to make a display showing all the types of pants styles worn. A good reference is Everything About Sewing Pants and Jumpsuits by Vogue Patterns, pages 8-10. Your display might be a bulletin board or a booklet showing clippings of various pant styles.

5. Make a report on the history of pants. Can you find information dealing with the questions: When was it first fashionable for women to wear pants? Who was the first woman to wear pants? What has been societies attitude concerning women wearing pants?

Evaluation: The instructor will check your fitting chart.

When your instructor certifies that you have completed this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Worksheet--Figure Your Pant Fit

Tie a string around your waist. This will help determine where your natural waistline is. With the help of a friend or your instructor record the following measurements.

	+ wearing ease	= Total
1. Waist-_________ inches (measure around waist.)	no ease	=
2. High hip-________ inches (measure across hip bones or 2 to 4 inches below waist)	no ease	=
3. Hips-________ inches (measure between 7 to 9 inches below waist)	+ wearing ease	=
4. Thigh-________ inches (measure the fullest part of upper thigh)	+ wearing ease	=
5. Leg length-________ inches (measure from waist to ankle bone or to floor)	+ hem	=
6. Crotch depth-________ inches (sitting on a chair, measure from waist to surface of chair)	+ sitting ease	=

Remember, pants should not be so snug that they bind, but roomy enough to be comfortable when sitting. Allow wearing ease where necessary.

Knit pants--Stretchable knits do not require sitting ease or pants will be too baggy in crotch.

Woven cotton or wool pants--Require 1/2 to 3/4 inch for sitting ease in the crotch depth.

Task: 12.0 Makes and fits pants.

Competency: 12.2 Explains procedure for altering pants pattern.

Learning Objectives: 12.2.1 Given a written test, explain how to alter crotch depth, waist, hips, leg length, and thigh width according to the Vogue Sewing Book.

12.2.2 Before placing pants pattern on fabric, make flat pattern alterations as indicated on the measuring chart before cutting out pants.

References: "Everything About Sewing Pants and Jumpsuits", from Vogue Patterns.

The Vogue Sewing Book, pages 156-157.

The Vogue Sewing Book of Fitting, Adjustments, and Alterations, pages 118-121.

Materials needed: pattern for pants, fabric, tape measure, pencil, ruler or yardstick, pins

Learning Activities:

1. Read information on altering pants found in one of the references listed above or review the filmstrip, "Figure Your Fit - Pants".
2. Select a pattern for pants according to your hip measurement. Check your pattern to be sure your measurements correspond with the pattern. If alterations are necessary, make the alteration with the help of your instructor. Ask your instructor to check your layout.
3. Complete the worksheet on figure problems. Use any of the references listed with this job sheet as resources.
4. When the instructor has approved your layout, cut out your pant pieces.

Evaluation: Take written Post-Test--12.2.1.
Give the worksheet to your instructor to be checked.

Instructor will check pattern alteration and pattern layout.

When your instructor certifies that you have completed this competency, you may go on to the next job sheet.

12.2

Name________________________________

Date________________________________

Worksheet--Fiture Your Fit

Pretend you are a dressmaker working in your home. As you sew for clients, you will probably run into many problems making pants. Some of the problems are:

1. A customer needs to add 3 inches to her pattern at the hips. Explain how you would enlarge her pattern. Use a drawing if necessary and be specific with measurements.

2. You discover that the crotch depth line is 2 inches longer than the crotch depth measurement of one of your customers. Explain how you would adjust the pattern for the correct measurement. Use a drawing to show your adjustment.

3. You are making slacks for a friend. She asks you to change the style of pants from a straight leg to bell bottoms (flared leg). Explain how you would make this change. Once more use a drawing to show how the alteration is made.

4. Although pattern directions list each step in sewing slacks, they do not tell you when to do the fitting. If the slacks you make don't fit, you may as well toss them out. You must decide the appropriate places at which to fit your pants. Read through your pattern guidesheet. At what points in construction are fittings necessary? Write your answers below.

Name________________________________

Date________________________________

Post-Test--12.2.1

Multiple Choice. Circle the correct answer.

1. Which of the measurements is most important when determining pattern size for pants?

   A. Hips
   B. Leg length
   C. Waist
   D. Bust

2. On which of the pattern pieces does the crotch depth line appear?

   A. Pants front
   B. Pants back
   C. Pant waistline
   D. Sleeve

3. Which of the following measurements is added to your crotch measurement for sitting ease?

   A. 2 to 3 inches
   B. 1 to 2 inches
   C. 1/2 to 3/4 inches
   D. 1/8 to 1/4 inches

4. When measuring crotch depth on the human figure, one measures

   A. from the waist to the ankle bone.
   B. from the side waist to table top.
   C. from the back neck to table top.
   D. from the center back waist to table top.

5. Which of the following methods is used to measure crotch depth?

   A. Ask the person to stand and measure leg circumference around the thickest part of the thigh.
   B. Ask the person to stand and measure from the center front waist down between legs and back up back waist to neck.
   C. Ask the person to stand and measure from the waist to the bottom of the crotch.
   D. Ask the person to sit on a flat surface and measure from the side waist to the top of the surface.

Essay.

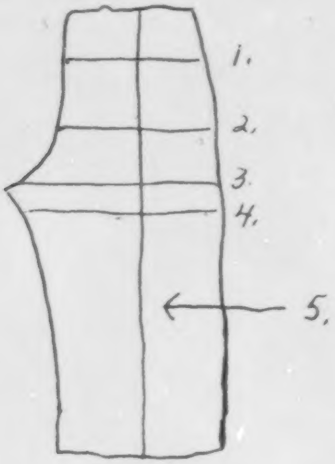
6. Mary Jane is making a pair of slacks. Her crotch depth measures 11 inches. When she checks her pattern, she finds the distance from the waist line to the crotch depth line measures 12 1/2 inches. When Mary Jane allows for sitting ease, the total crotch depth measures __________ inches.

7. Explain in a brief paragraph the procedure Mary Jane will use to adjust her pattern in order to make the crotch fit correctly.

8. Explain in a brief paragraph how to measure width of upper thigh.

9. Explain how to adjust the pants pattern for adding width to the upper thigh.

10. Write the name of the measurement beside the corresponding number.



1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

Task: 12.0 Makes and fits pants.

Competencies: 12.3 Constructs and fits a pair of pants.
12.4 Evaluates pants for fit.

Learning Objectives:

12.3.1 Given time during class, sew pants according to the pattern guidesheet or the procedure outlined below.

12.3.2 When pant fronts and backs have been stitched at sides and inseams, try on pants for fitting.

12.4.1 After pants have been constructed, evaluate for fit using the "Pants Fitting Check Sheet".

References: The Vogue Sewing Book, pages 156-161.

The Vouge Sewing Book of Fitting, Adjustments, and Alterations, pages 68 and 69.

Materials needed: cut pant pieces, straight needle machine, scissors, pins, steam iron, and press cloth

Learning Activities:

1. The following steps are good to use if no pattern guidesheet is available.
    a. finish seam edges (easier to finish seams at the flat stage)
    b. sew darts, press toward center front and center back
    c. sew zipper (lapped or front fly)
    d. sew side seams, sew inseams
    e. sew crotch seam from center front to center back, trim seam at crotch
    f. sew waistband
    g. hem and sew fastener to waist

2. If you are unsure of the fit, sew pants together to the step where the waistband is attached. Try pants on. Tie a string around your natural waistline to mark waist seamline. If adjustments need to be made such as lowering the waist seam or taking in the side seam for a tapered leg, they can be done at this stage.

3. If your instructor approves the fit of your pants, complete the waistband. Give pants a final pressing. Try pants on a second time to measure hem.

Evaluation: Complete Self-Evaluation on fit of pants. Give your instructor the evaluation chart and your pants.

When your instructor certifies that you have completed these competencies, you may go on to the next job sheet.

12.3

Name ______________________________

Date ______________________________

Self-Evaluation Sheet

Try your pants on before a large mirror. With the help of a friend or your instructor, evaluate each of the following points.

	Good	Needs Improvement
1. Waistband remains flat, smooth; does not wrinkle.		
2. Waist fits snugly.		
3. Center front and center back do not pull downward at waist.		
4. Crotch does not appear to wrinkle; not too tight or baggy.		
5. Pants fit smoothly over hips; do not appear to be strained at any point.		
6. Inseam appears to look smooth; does not pull at any place.		
7. Legs fall straight to floor without pulling to one side.		
8. Hems are even.		

Problems I had sewing my pants were ______________________________

____

____

Improvements in construction I need to make are: ______________________

____

Name________________________________

Date________________________________

Teacher Certification Sheet

As you achieve each competency, the teacher will place a check in the blank before each competency statement.

Task: 13.0 Alters ready-made garments.

____________ 13.1 Identifies alterations that can or cannot be performed.

____________ 13.2 Lengthens and shortens hems.

____________ 13.3 Adjusts side seams.

____________ 13.4 Repairs and replaces zippers in men's and women's pants and skirts.

____________ 13.5 Alters waists of men's slacks.

Comments:

Task: 13.0 Alters ready-made garments.

Competency: 13.1 Identifies alterations that can or cannot be performed.

Learning Objective: 13.1.1 Given a written test, determine which of the fitting problems listed can be altered easily.

References: Clothing Assistant prepared by Texas Tech., pages A-11 to A-83.

Handbook of Clothing Alterations by Toni Scott, Family Circle Magazine, August 1975.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, Chapter 8.

Materials needed: garments to be altered, pins, needle, thread, chalk

Learning Activities:

1. Before you tackle alterations you need to have some information on altering ready-made clothes. Read pages 307-312 in Opportunities in Clothing. Review the procedure a dressmaker uses in making alterations during garment construction. Discuss how this procedure differs from altering ready-made clothes. Make a list of the differences on a blackboard or write the differences on a sheet of paper.

2. Clean out the closets at home. Bring garments to class that you or your family members no longer wear. Choose a partner with whom you can work. Try on your garments. Determine if alterations are needed in order to make the garment fit. Use "Guidelines for Proper Fit" (page 312 in Opportunities in Clothing) as a reference. Working together make a plan or procedure for altering your garments. Ask your instructor to check your plan.

3. Invite an alterationist who works for a dry cleaning store or a clothing store to come to your class to speak on what kinds of alterations are performed. Discuss how the customer is handled, and how the prices of alterations are determined.

4. If time permits, work through programmed instructional program "Basic Principles of Fitting Clothes" pages A-11 - A-83 in Clothing Assistant, prepared by Texas Tech. If you are interested in doing alterations as an occupation, this unit is well worth your time.

Evaluation: Take Post-Test--13.1.1.
Instructor will check your alteration plan.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Name________________________________

Date________________________________

Post-Test--13.1.1

Look over the list below. Determine which of these alterations can be performed by an alterationist. Place an X before each alteration you feel can be performed.

_____ 1. Dress that is too tight in upper arm.

_____ 2. Garment that is too narrow across back.

_____ 3. Skirt that needs to be shortened.

_____ 4. Permanent press slacks that need to be lengthened 1 inch.

_____ 5. Jacket that needs to have sleeves shortened 1 inch.

_____ 6. Jacket that needs to have sleeves lengthened 2 inches.

_____ 7. Dress that is too tight in the bust.

_____ 8. Men's shirt that needs to be tapered in waist and hips.

_____ 9. Dress that needs to be taken in at the front darts and waist.

_____10. Dress that needs to be let out 2 inches at the hips.

_____11. Men's slacks that need to be shortened 1 inch.

_____12. Men's shirt that needs to have neckline (with collar) reduced.

_____13. Dress that needs to be increased 1 inch in the bust.

_____14. Dress that needs to have waist length shortened 1/2 inch.

_____15. Ladies' slacks that need to be shortened.

_____16. Girl's slacks that need to be lengthened 4 inches.

_____17. Men's suit jacket that needs to have fullness at backneck taken out.

_____18. Dress that needs to have buttonholes relocated.

_____19. Ladies' slacks that need to be let out 1 inch in the hips.

_____20. Ladies' dress that needs to be lengthened at waist seam.

_____21. Skirt that needs to have zipper repaired.

_____22. Men's permanent press slacks that need to have pant cuff width altered.

_____23. Replace zipper in men's trousers.

_____24. Ladies' winter coat to be lengthened 1 inch.

Task: 13.0 Alters ready-made garments.

Competency: 13.2 Lengthens and shortens hems.

Learning Objectives: 13.2.1 Given a list of hem finishes, prepare samples of each hem.

13.2.2 Given a skirt or pants, lengthen or shorten hem according to the procedures outlined in the references or in the handout.

References: Clothing Assistant, prepared by Texas Tech., pages A-111 - A-119.

Handbook of Clothing Alterations by Toni Scott, Family Circle Magazine, August 1975.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 304-306.

The Vogue Sewing Book from Butterick Publishing, pages 337-340.

Cassette tape and flip chart--"Hems and Fasteners" from Sewing by Sight and Sound, Butterick Publishing.

Materials needed: seam binding, pinking shears, hem marker, seam gauge, pins, hemming foot, straight needle machine

Learning Activities:

1. Hemming is one alteration that is easy to do and one job that alterationists get frequently. As you will see from the references, there are several ways to finish a hem. The finishes you will use depend on the weight of the fabric and how much or little the fabric ravels. Prepare sample hems using each of the finishes:

   a. seam tape
   b. stitched and pinked
   c. turn and edgestitched (clean finish)
   d. lace
   e. facing

2. Not all alterationists have a special hemming machine to use and must rely on hand stitched hems. Unless you have a sewing machine that will do blind hemming stitches, you will need to use hand stitches for your hems. Use a catch stitch, blindstitch, or invisible stitch for your hems. See Task Area 2.0 for review on hand stitches.

3. Try using a sewing machine for blindstitching the turn and edge stitched hem. Use the hemming presser foot for turning and stitching edge of hem.

4. Mount all of your hem samples in a file folder.

5. If time permits, work through Unit V-1 in Clothing Assistant, pages A-111 to A-119.

6. Alter the skirt length or pants length for a classmate or friend. Use handout "Lengthening or Shortening Hems". After you have practiced hemming several garments you may want to earn extra money by providing a hemming service for your community.

7. Evaluate your hems for neatness. Discuss how a good hem should look. Are your samples well pressed? Are the stitches too visible on the right side? Does your hem lay flat? If the answer is yes, you are ready to go on.

Evaluation: Your instructor will check your file folder and altered hem.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

13.2

Handout--Lengthening or Shortening Hems

Basic Procedure for Shortening Hemlines

1. Determine desired length.
2. Mark hemline with hem or skirt marker or yardstick.
3. Determine type of hem.
   a. style of garment
   b. width of hem suitable
   c. fabric

Hemming Men's Slacks (Lengthening or Shortening)

Remove threads holding cuff or hem in place and steam press old creases out.
Measure inseam to desired length.
Turn fabric inside along marked hemline, press, and hem in place.

Cuffs: Cuff widths vary from 1 1/2 to 2 inches from time to time, and sometimes disappear. Check the current width before making cuffs. Measure inseam to desired length and pin or baste close to fold. Measure up from the fold the distance desired for cuff width, and turn the slacks down, press. Turn the remaining raw edges to the inside and trim to 1 1/2 inches. Hem in place with a catch stitch or long stitches on machine on the right side, tack the cuff to the slacks at side seams and inseams 1/2 inch down from the top edge of the cuffs.

Shortening

1. Take out the old hem.
2. Mark the new length and pin up the hem on the new markings.
3. Try on garment to check the new length before pressing in the new hemline.
4. Cut the hem allowance to an even depth and hem in place using the same method as for the original hem.

Types of Finishes

a. clean finish
b. hemming tape
c. pinking
d. lace
e. zig-zag
f. facing
g. hand or machine hemming

Handout--Lengthening or Shortening Hems

Lengthening Women's Garments

a. Add extra fabric - Extra fabric can be added to a garment if it is made to look like a part of the original design. Remove the old hem. Cut new fabric on the same grain to continue line of the original garments. Sew it to the edge of the garment and cover seam line with a trimming.

b. Inserts - Extra fabric need not be added at the bottom of the garment--you can put it anywhere between the waist and hemline by using an inset. Simply cut the skirt apart at the place where you want the inset. If you have let down the hem of the garment and a crease remains, cut on the crease and add an inset there.

Use your imagination in selecting fabric for an inset. Use lace, contrasting fabrics, bias self fabric, embroidered ribbon or whatever you like. Scale is particularly important. Choose the placement and width of the inset to give the most pleasing proportion to the finished garment. Make sure a few inches of the garment fabric shows beneath the inset on the edge of skirt.

Right sides together, stitch the inset first to the skirt, then to cut off section, press seam allowances toward the garment fabric if they show through a sheer inset; press them open otherwise.

c. Let Out Hem - If there is sufficient hem allowance to let a hem down the desired length, take out the stitching and press out the hem line fold. Mark the new hem line. Pin it up and try on the garment to check new length. Trim hem allowance to an even depth and sew hem in place.

If the fold in the original hem will not press out, you will have to find a way to cover it. Look for a trim that will be appropriate for the style of garment. You might use embroidered ribbon, braid, or lace.

d. Hem Facing - Purchased hem facing is wide bias tape. It allows for use of almost full length of the hem allowance. Take out old hem and press out crease. Open out one fold of the hem facing. Right sides together, pin facing to hem edge. Stitch along fold of facing. Turn up hem facing and about 1/2 inch of garment to form hem, and stitch in place.

Task: 13.0 Alters ready-made garments.

Competency: 13.3 Adjusts side seams.

Learning Objectives: 13.3.1 Given information on fitting a garment, demonstrate how to pin fit a garment for adjusting side seams.

13.3.2 After the garment has been fitted, adjust side seams according to the steps outlined in the learning procedure.

References: Clothing Assistant prepared by Texas Tech, page 105, Units V-3, V-4.

Handbook of Clothing Alterations by Toni Scott, Family Circle Magazine, August 1975.

Opportunities in Clothing by Irene McDermott and Jeanne L. Norris, pages 309-311.

Materials needed: garment in need of side seam adjustment, pins, needle, matching thread, sewing machine, scissors

Learning Activities:

1. Before any stitching can be done one must learn how to rip out stitching properly. Review this technique with your instructor or read page A-105 in Clothing Assistant.
2. Review units V-3 and V-4 in Clothing Assistant.
3. Practice pin fitting garments that need altering at the side seams. Once again work with your partner. Use pin fitting techniques described in Opportunities in Clothing pages 309-311. Ask your instructor to check your fitting.

4. Adjust side seams using the following procedure:

    A. Determine fitting problem.
        1. Too tight in hip line.
        2. Too large in hip line.
        3. Too tight in bustline.
        4. Too large in bustline.
    B. Mark needed alterations.
    C. Remove side seams - zipper.
    D. Press.
    E. Restitch.
    F. Replace zipper.
    G. Final pressing.

Too large (take it in) -- To take in seams or darts, pin the fabirc in along the right side of the seam line, with pins parallel to the seam. Take out stitching intersecting seams if it interferes with the alteration. Take the garment off and mark with chalk along the pins on the wrong side. Connect the chalk marking to establish your new seam line. Baste along new seam line; be sure and make changes equal on both sides of the garment and to keep grain lines straight. Try on the garment again to check the fit. Be sure you can move freely in it. Bend and sit to try it out. When the fit is right, machine stitch the new seams. Rip out old stitching or cut it off if sufficient seam allowance will remain. Press. If fabric is bulky, take out old stitching before the second fitting. Replace zipper. Reapply the waistband using the same method as was used originally. Press.

Too tight (let it out) -- Rip out seams that have to be let out before you try the garment on. If this prevents you from putting the garment on, pin the seams in place on the old seam line. If a whole seam must be changed, pin the new seam line with seam allowances facing the right side, wrong sides of fabric together. Chalk mark the placement of the pins on the wrong side. Remove pins. Turn fabric right sides together to baste, and stitch the new seam along chalk markings.

New seams -- Stitch the new seam with needle, thread and stitch length appropriate to your fabric. Be sure that the new seam tapers into the original seam at the top and bottom of adjustment. Press seams. If the new seam allowances are wide, trim them and finish edge, if necessary. If the seam allowances are very small, reinforce them with stitching or seam binding. Use bias binding for reinforcing curved edges. Restitch and press any intersecting seams that were opened for making the alteration. Final pressing.

Evaluation: Instructor will check side seam adjustments.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 13.0 Alters ready-made garments.

Competency: 13.4 Repairs and replaces zippers in men's and women's pants and skirts.

Learning Objectives: 13.4.1 Given a skirt or pants, rip out broken zipper and replace it.

13.4.2 Given a pair of men's trousers, rip out broken zipper and replace it.

References: Clothing Assistant, Unit VII-1, pages A-169 to A-175.

Handbook of Clothing Alterations by Toni Scott, Family Circle Magazine, August 1975.

Materials needed: skirt or pants to be altered, men's trousers to be altered, pins, sewing machine, scissors

Learning Activities:

1. Review Unit VII-1, "Clothing Repairs" in Clothing Assistant, pages A-169 - A-175.

2. Find garments that need to have broken zippers replaced. If you cannot find these items at home, ask your friends and teachers for skirts or pants. I'm sure they would be delighted to help you complete this assignment.

3. Before you rip out a broken zipper, note the way that it was put in originally. Then remove the stitching around the zipper, and any stitching that holds it at waistbands or facings. Remove the zipper and replace with a new one the same way it was originally put in.

Evaluation: Your instructor will check repaired zippers.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

Task: 13.0 Alters ready-made garments.

Competency: 13.5 Alters waist of men's slacks.

Learning Objectives: 13.5.1 Given a pair of men's slacks, let out the waistline.

13.5.2 Given a pair of men's slacks, take in the waistline.

References: Clothing Assistant, Unit VI - 4, "Men's Clothing Alterations" pages A-147 - A-149.

Handbook of Clothing Alterations by Toni Scott, Family Circle Magazine, August 1975.

Materials needed: men's slacks in need of waistline alterations, pins, matching thread, sewing machine, scissors

Learning Activities:

1. Review Unit VI-4 in Clothing Assistant, pages A-147-149. Answer questions as best you can.
2. Advertise among the men of your family or in your school for men's slacks in need of waistline alterations. The only catch is that your friend must be available for a fitting.
3. The best place to make changes in waistline of slacks is center back. Try the slacks on and pin a new center back seam. The adjustment will taper down a few inches from the waistline. Mark the point where tapering should end on the seat area. Stitch the new seam, taking special care to match crossing seam lines at finished waistline edges. Take out original stitching; press seams open and restitch waistband or facing to slacks along waistline. Replace belt carriers.
4. Complete waistline alteration with your instructor's help.

Evaluation: Your instructor will check waistline alteration.

When your instructor certifies that you have achieved this competency, you may go on to the next job sheet.

APPENDIX

Publisher's List

American Textile Manufacturing Institute, Inc.
1501 Johnson Building
Charlotte, North Carolina 28202

Butterick Fashion Marketing Company
A Division of American Can Company
P. O. Box 1914
Altoona, Pennsylvania 16603

Chas. A. Bennett Co., Inc.
809 West Cetweiller Drive
Peoria, Illinois 61614

Division of Vocational Education
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, New Jersey 08903

The Educational Bureau of Coats and Clarks, Inc.
430 Park Avenue
New York, New York 10022

Dolores Krinke
883 Raymond Avenue
St. Paul, Minnesota 55114

Factory Forms Service
Bobbin Publications, Inc.
P. O. Box 527
Columbia, South Carolina 29202

The Hirol Company
West McNab Road
Fort Lauderdale, Florida 33309

Home Economics Instructional Materials Center
P. O. Box 4067
Texas Tech University
Lubbock, Texas 79409

Jean Hardy Pattern Co.
2151 La Cuesta Drive
Santa Ana, California 92705

Judy Lawrence
Sewing Knits, Inc.
P. O. Box 1493
Boulder, Colorado 80302

Kogos Publications Apparel Institute
77 Maple Drive
Great Neck, New York 11021

Knits Kits, Inc.
216 3rd Avenue
Minneapolis, Minnesota 55401

Simplicity Pattern Company
Simplicity Educational Division
200 Madison Avenue
New York, New York 10016

Talon Consumer Ed. Department
Donahue Sales
141 E. 63rd St.
New York, New York 10021

Unique Zipper Distributing Service
Promotion/Education Department
P. O. Box 1861
Altoona, Pennsylvania 16601

Project Ideas

This section came about while exchanging project ideas with fellow teachers at curriculum workshops. The following pages contain a few ideas for assembly line-type projects, money making projects, adresses and names of people to contact for services and supplies. It is our hope that this section will grow, that teachers using these materials will share with others, project ideas that were successful in their classrooms.

Is there a factory near you? Visit the factory; make friends with the manager and floor supervisor. Tell them what you hope to do with your clothing program. Ask for their help -- they can make valuable contributions to your vocational program in many ways. These include:

1. Participating on advisory committees.
2. Providing consultation in setting up and carrying out assembly line projects.
3. Providing discarded scraps and threads for classroom use.
4. Employing co-operative students and graduating students.
5. Giving a factory tour.
6. Providing support and encouragement for the instructor.
7. Assisting in mechanic's calls.
8. Providing a standard of speed, quality, and organization against which your students can compare their own progress and abilities.

Remember, you are asking for their help and cooperation. Don't expect to get this kind of help immediately - you may have to win their respect. In some instances, you may be the outsider intruding on their territory. It may take several visits to build a good relationship. No vocational clothing program can succeed without the help and support of community and local industry.

ADDRESSES

Polystyrene Beads for Mushroom Stools
Bean Bag Chairs, etc.
Foam Molding Inc.
Highway 49 West
P.O. Box 1026
Asheboro, NC 27203

Pat Law
International Drapery and Design Inc.
Rt. 1
Glen Jean, WV 25846
Phone: 465-5252

Will come to your school and teach drapery techniques and methods.

Singer Company
321 First Street
Elizabeth, NJ
Phone: 1-201-527-6000

For repair service - setting up machines.

Singer Company
Rt. 2 U.S. 41 North
Murfreesboro, TN
Phone: 800-251-8523

Emergency Parts Order

Carroll L. Zepp
Sales Representative Industrial Products
Residence - Huntingdon, PA 16652
Phone: 814-643-5155
Singer Company Phone: 1-201-527-6000

Belding Certicelli Company
1430 Broadway
New York, NY 10018

Thread for leather machine - size F.

Mr. Sanford Gellner
Cutters Exchange - Equipment
5725 Darlington
Pittsburgh, PA 15217
Phone: 412-521-5499

Threads Incorporated
Mr. Mirk J. Ellis
2530 Superior Avenue
Cleveland, Ohio 44114
Phone: 216-621-4104

Threads Incorporated
Gastonia, North Carolina

Tandy Leather Company
309 Washington Street West
Chareston, WV 25302

Mr. John Lockhart

Call Mr. Lockhart and he will come and give free demonstration.

Cutters Exchange Inc.
627 19th Avenue
Nashville, TN 37203

For: fabric glides use on foam, leather, etc. spot remover.

Mrs. Beasley

1. Fill Ivory bottle (large) with sand and small gravel.

2. Screw egghead on bottle.

3. Pin face on.

4. Make hole for arms - run long pipe cleaners through - make even - put elmers glue at each hole to hold in place.

5. Glue hands on - make sure to have right hand and left hand.

6. Take 11" of wire to make glasses - (1) put wire in head about ear, measure to first eye, make nose piece, etc.

7. Make hair with cotton balls - glue on.

8. Use pipe cleaner for umbrella. Tack each peak together. Make pin hole to put pipe cleaner.

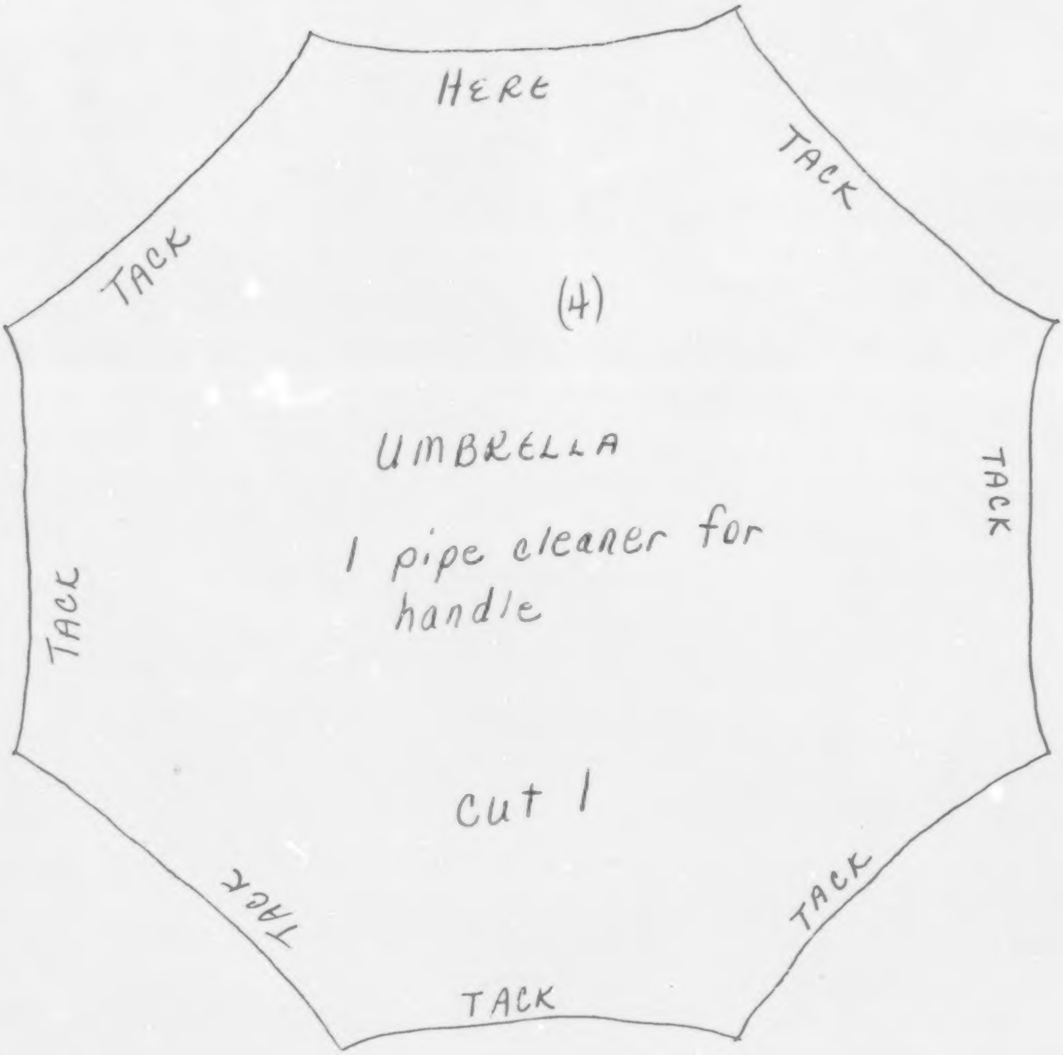
9. Glue to upper bulge on bottle - cut one side off - a little glue on for bust. Glue to top of ridge on bottle.

10. Put small 1/4" wide ribbon around neck, waist - put lace.

11. Purse - glue chain to purse and flowers on front of purse.

Mrs. Beasley from the files of Pat Scott, Arch A. Moore Jr. Vocational Technical Center, Roane/Jackson Counties.

1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TACK
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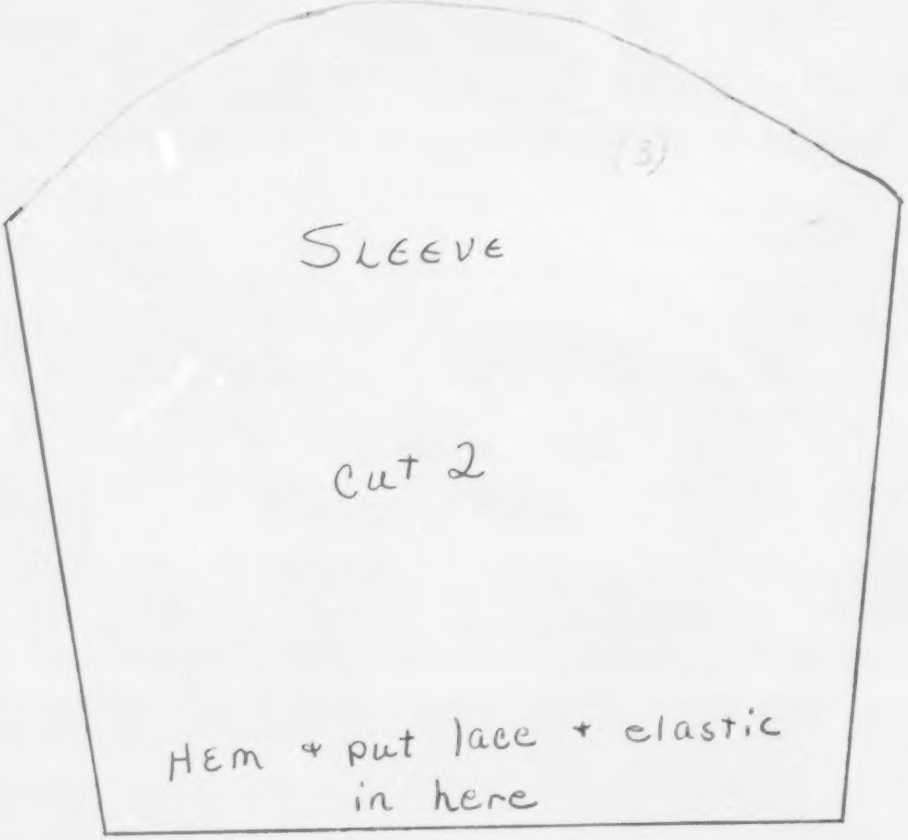
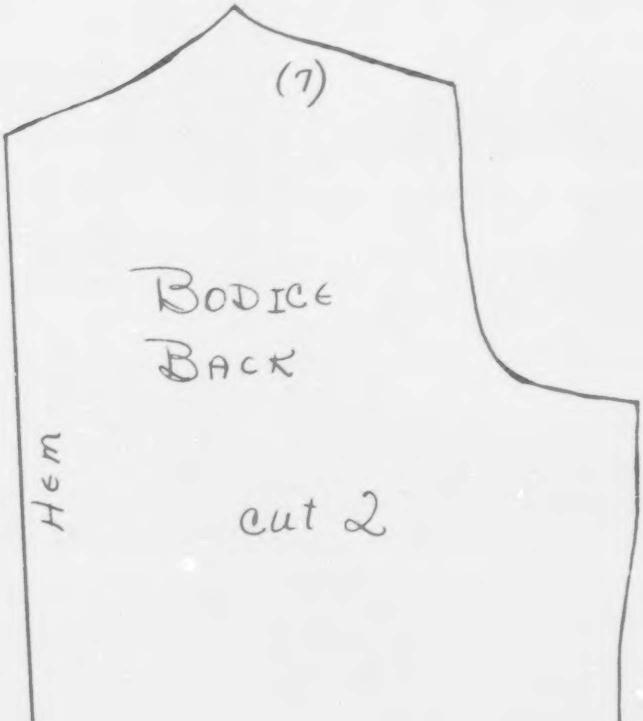
(4)

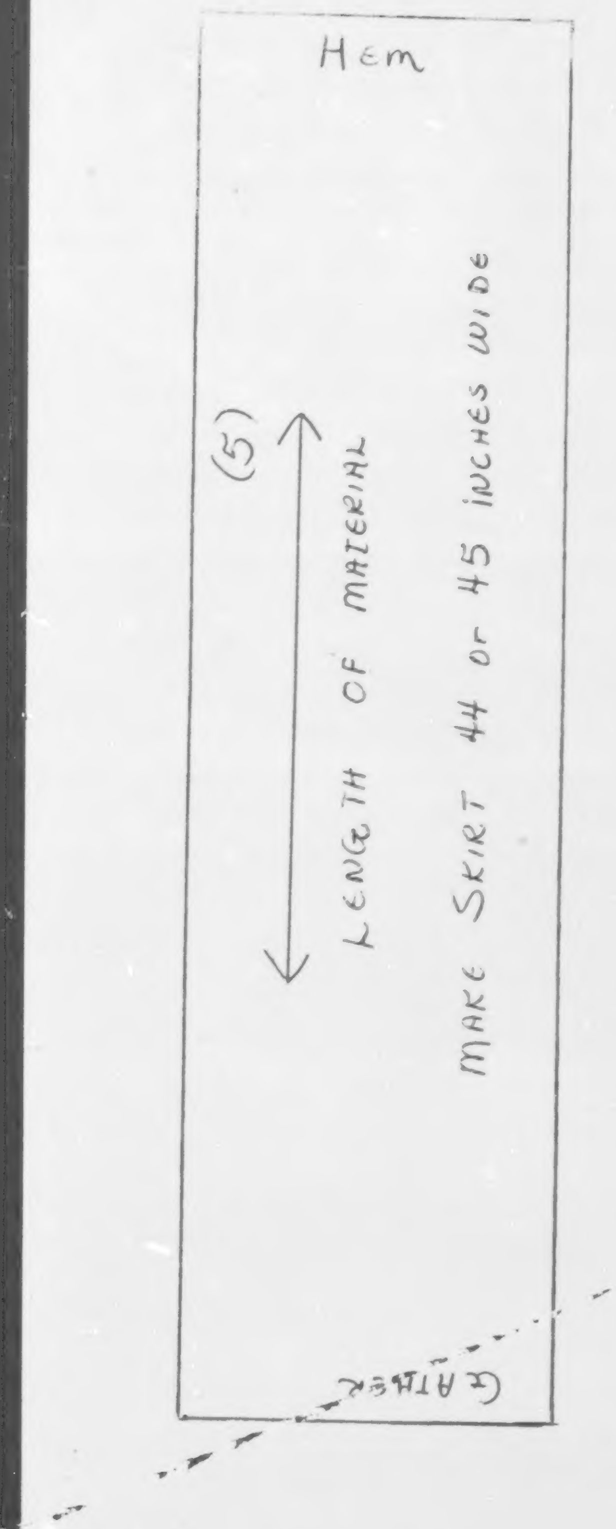
UMBRELLA

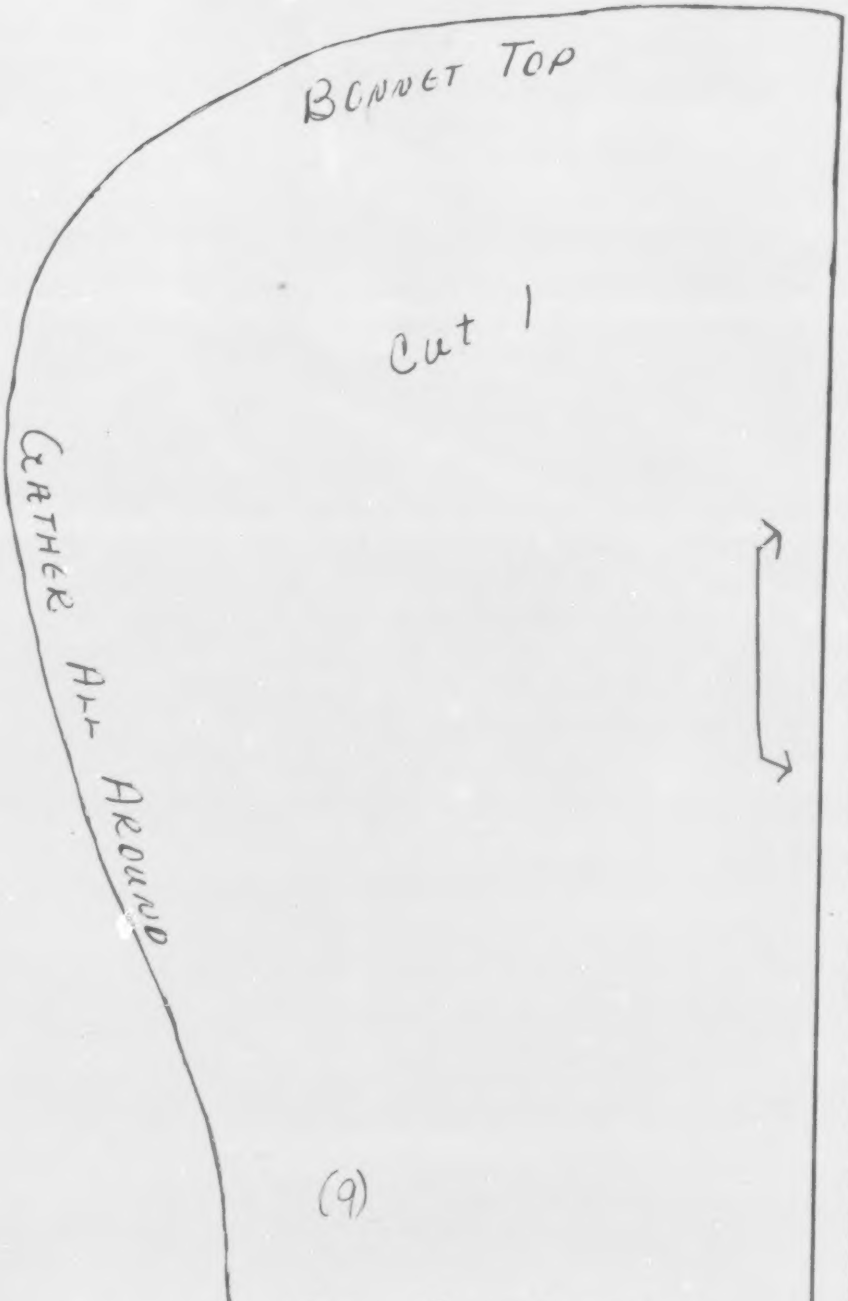
1 pipe cleaner for handle

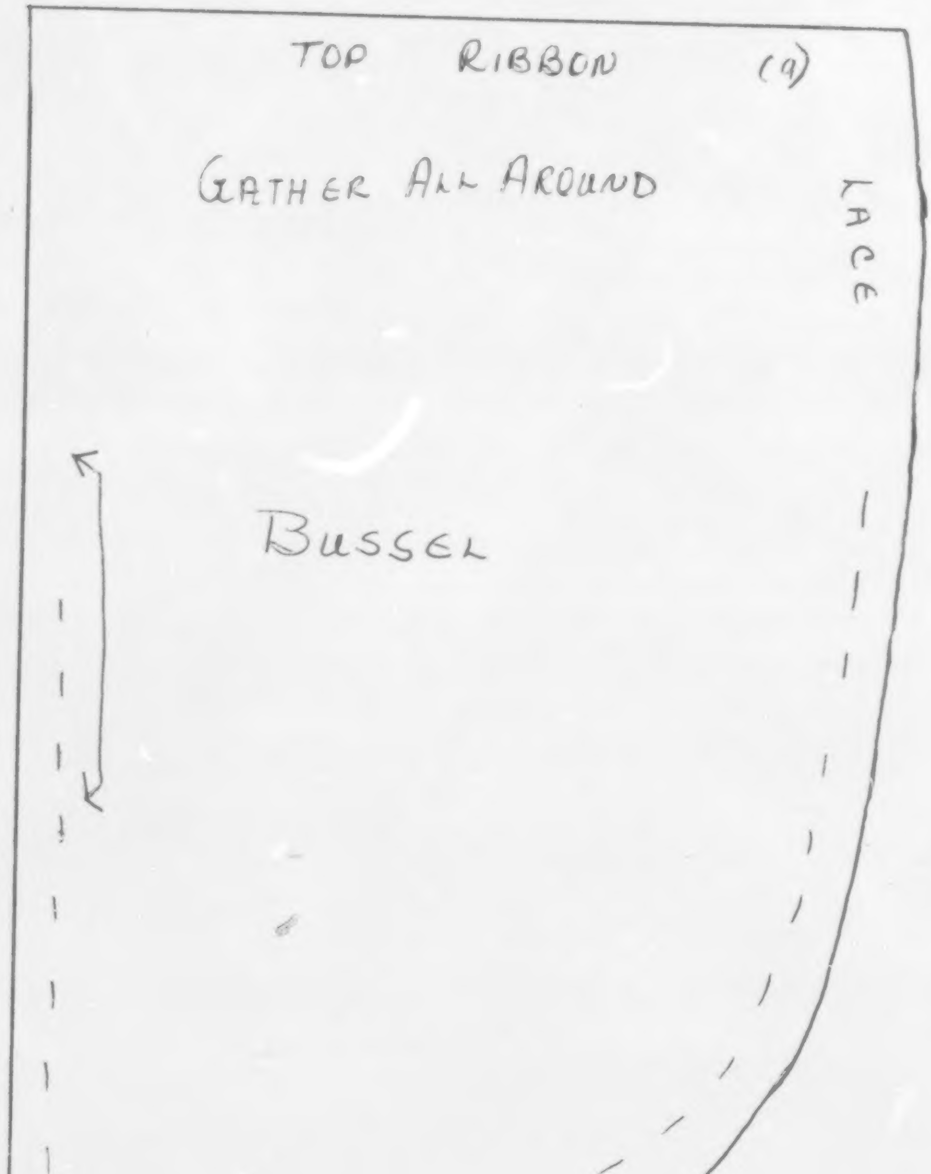
Cut 1

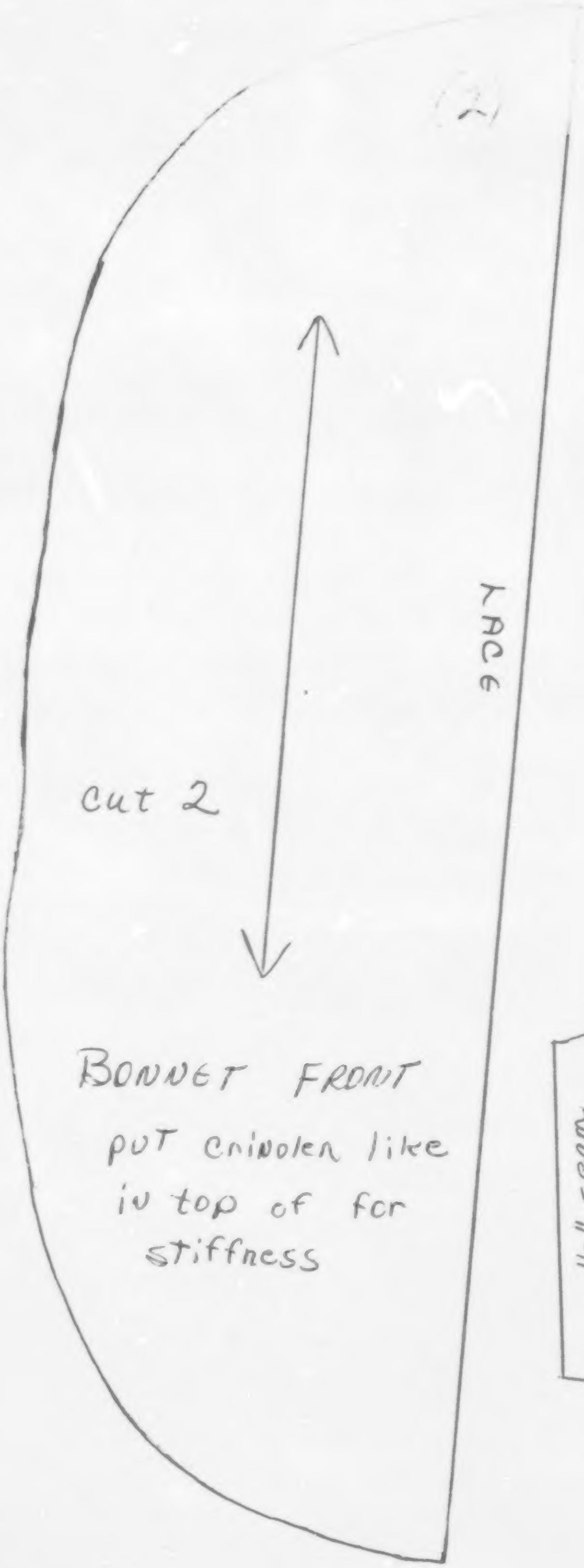

(3)
SLEEVE
cut 2
Hem + put lace + elastic
in here


(7)
BODICE
BACK
Hem
cut 2

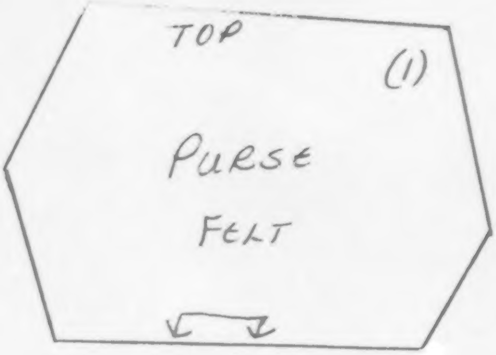

Hem
(5)
LENGTH OF MATERIAL
MAKE SKIRT 44 or 45 INCHES WIDE
GATHER

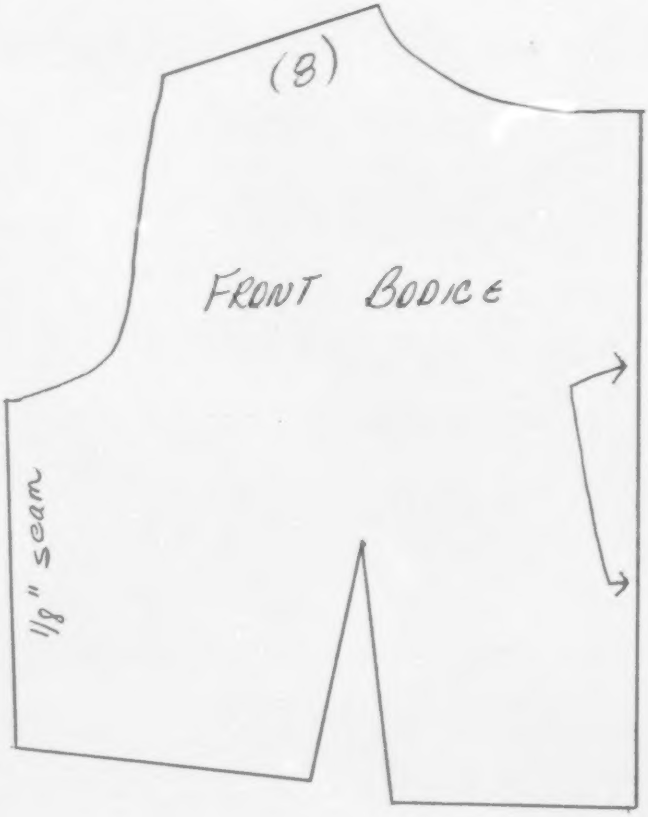

BONNET TOP
Cut 1
GATHER ALL AROUND
(9)
HEM - PUT ELASTIC


TOP RIBBON (9)
GATHER ALL AROUND
LACE
BUSSEL

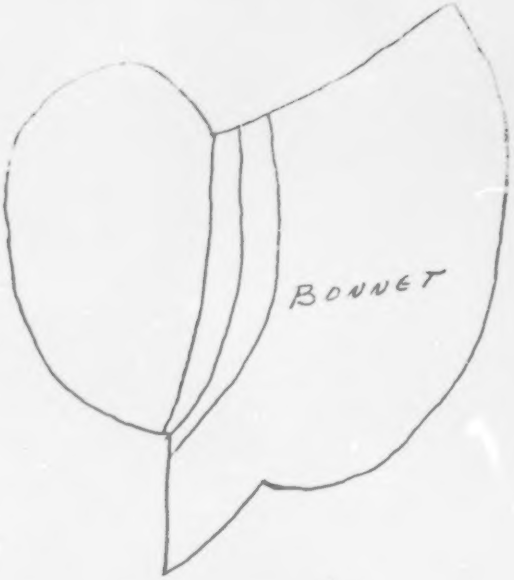

(2)
LACE
cut 2
BONNET FRONT

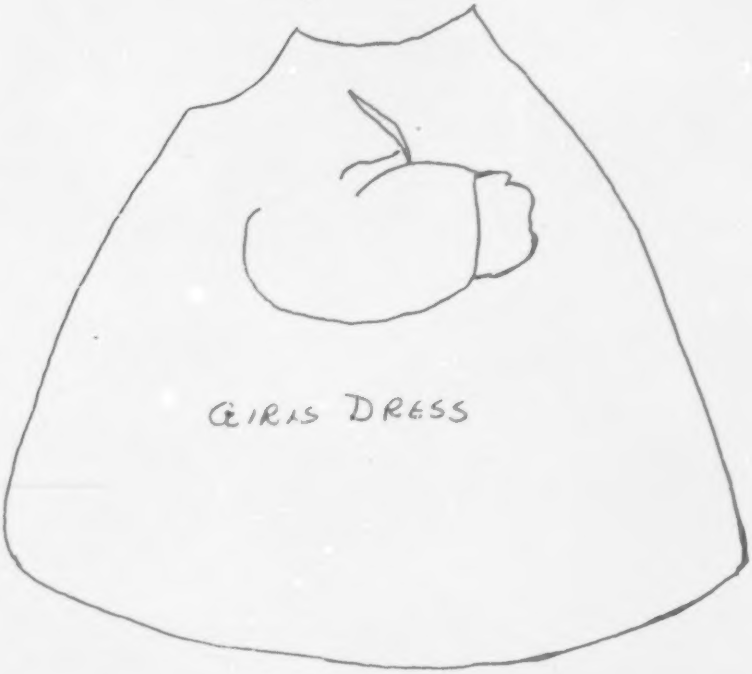
put crinolen like in top of for stiffness

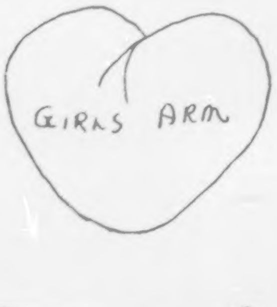

TOP
(1)
PURSE
FELT

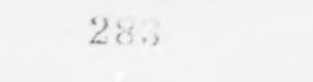

(8)
FRONT BODICE
1/8" seam

DUTCH QUILT
BLOCK

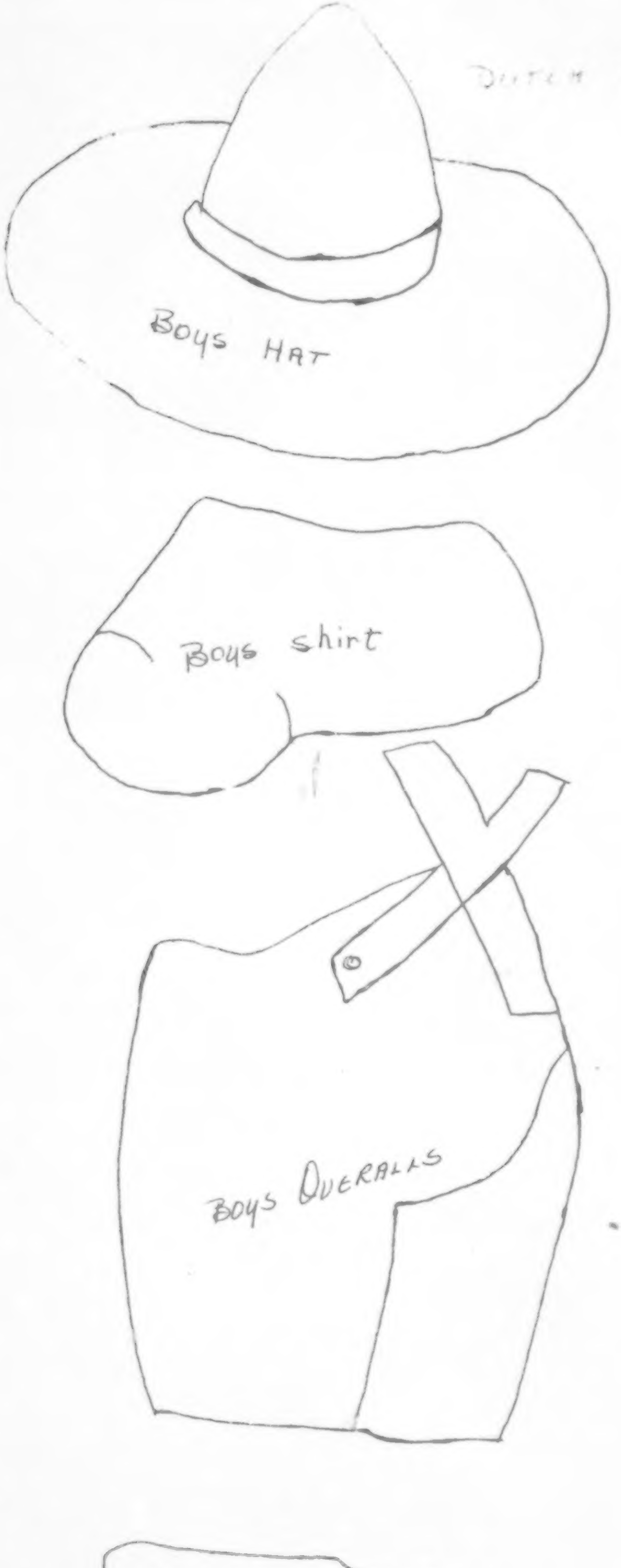


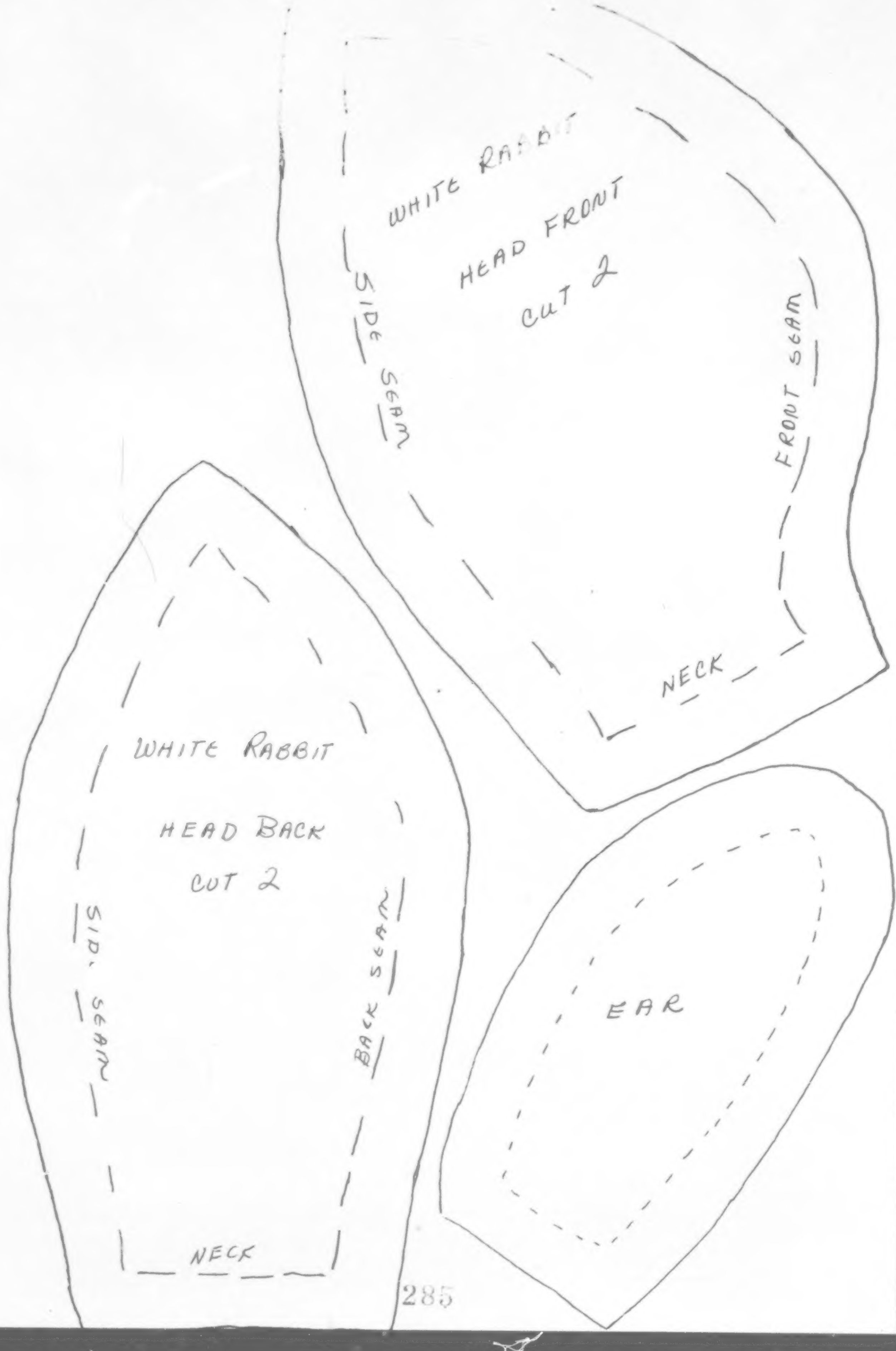

GIRLS DRESS

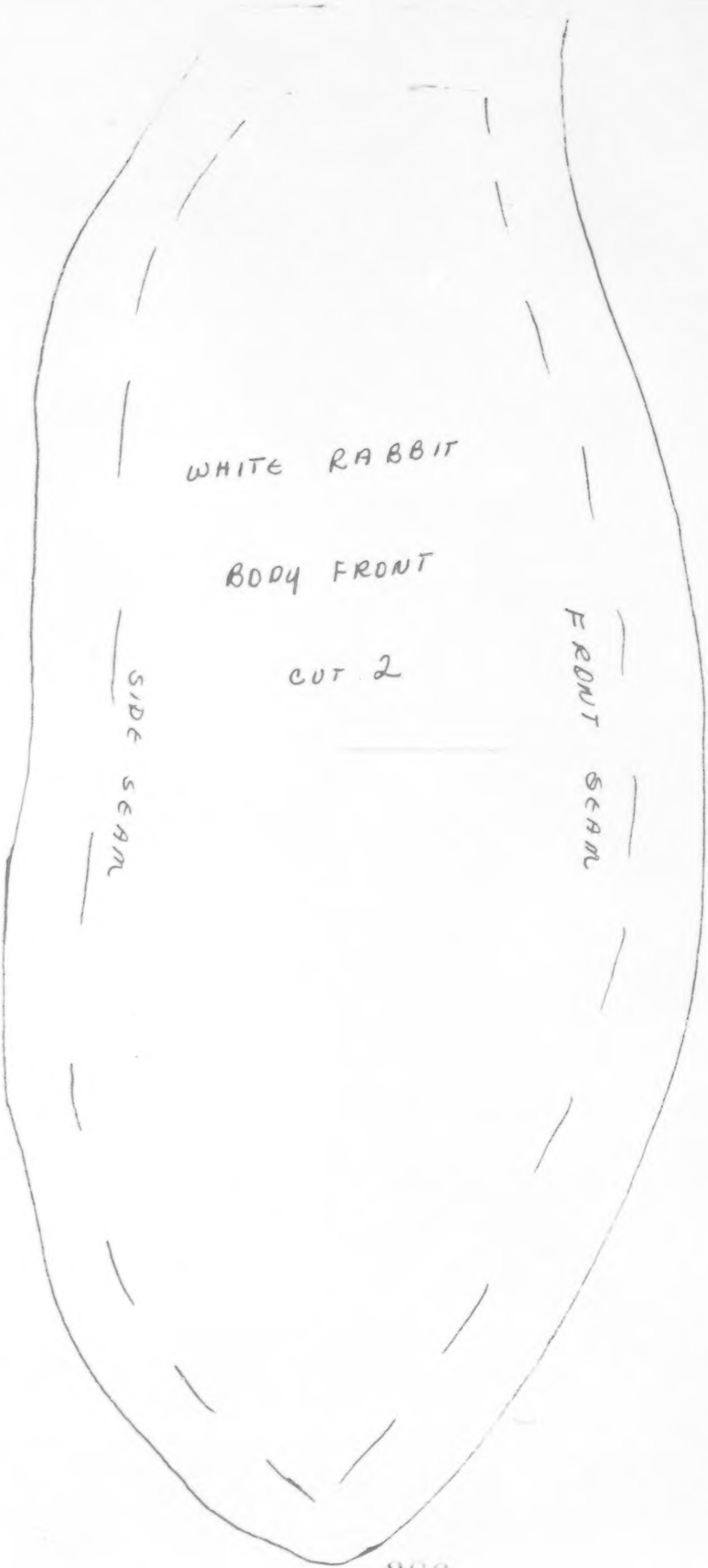


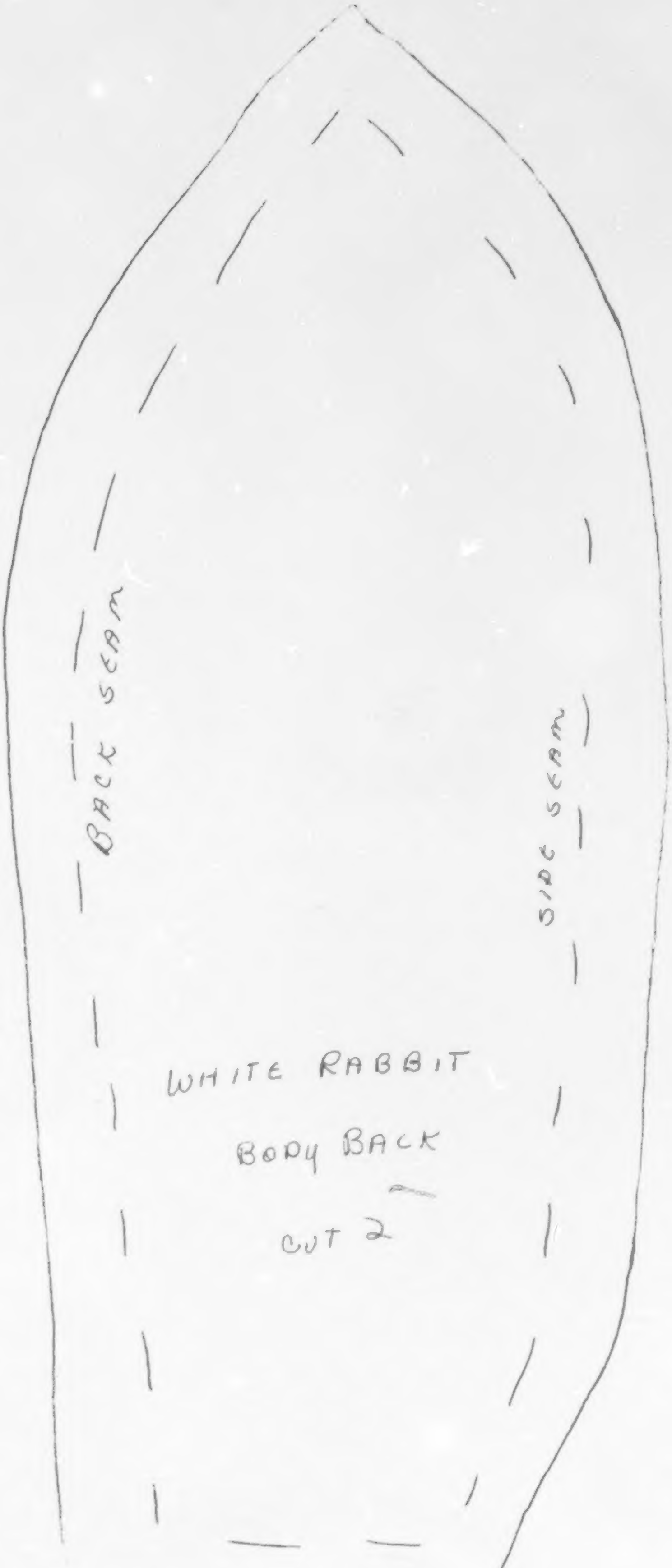

GIRLS SHOES

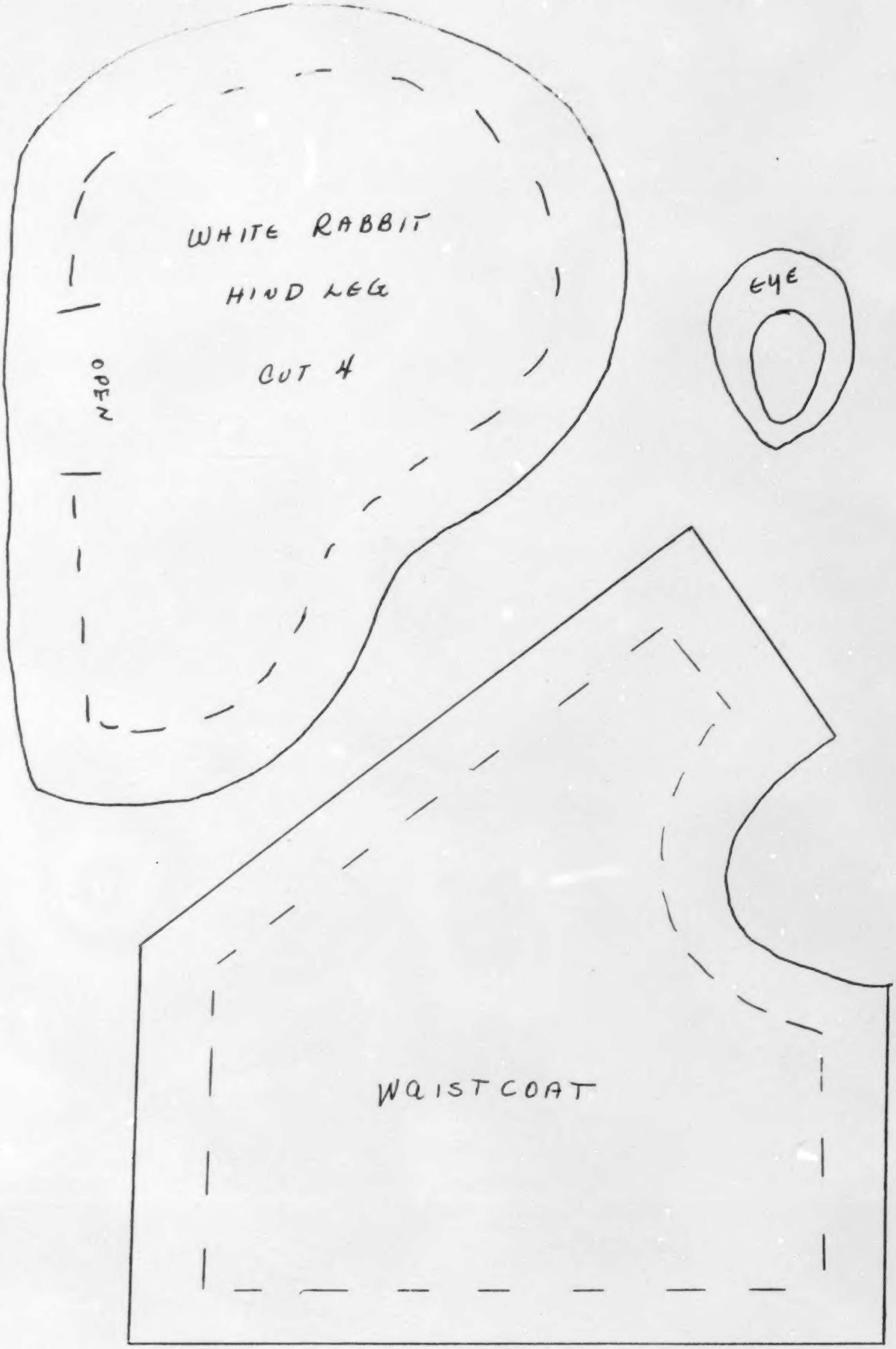
DUTCH QUILT BLOCK

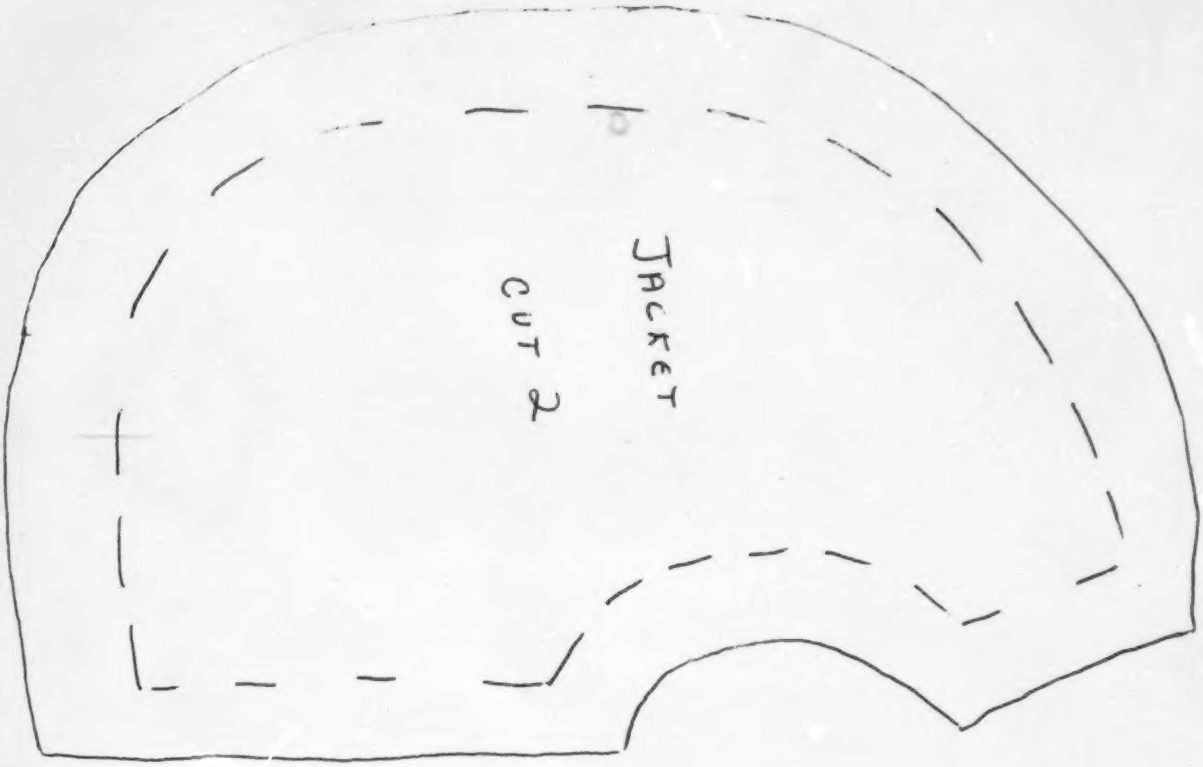

Boys Hat
Boys shirt
Boys Overalls
Boys Shoes

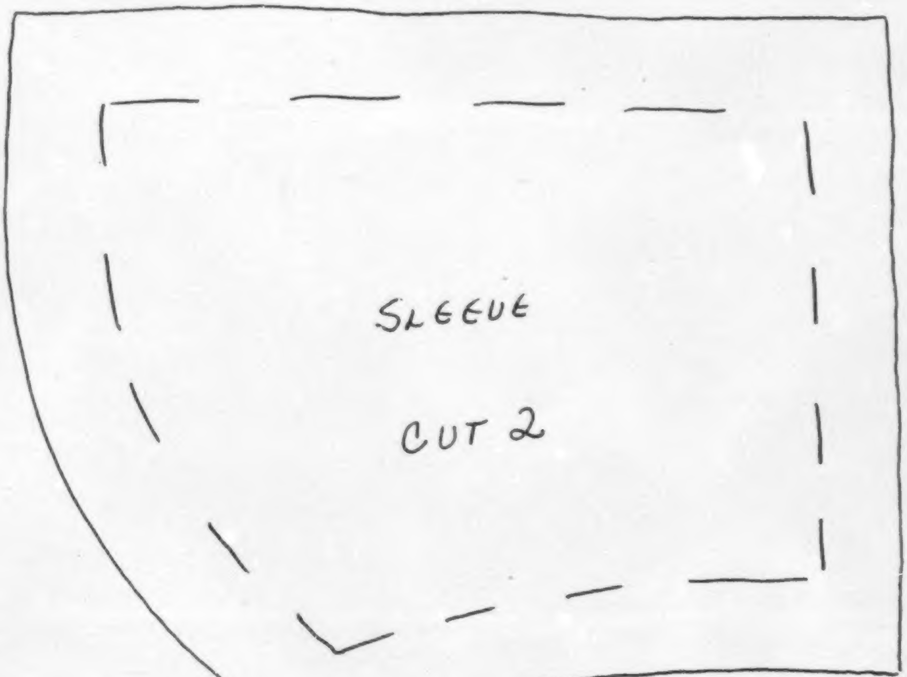

WHITE RABBIT
HEAD FRONT
CUT 2
SIDE SEAM
FRONT SEAM
NECK
WHITE RABBIT
HEAD BACK
CUT 2
SID. SEAM
BACK SEAM
NECK
EAR

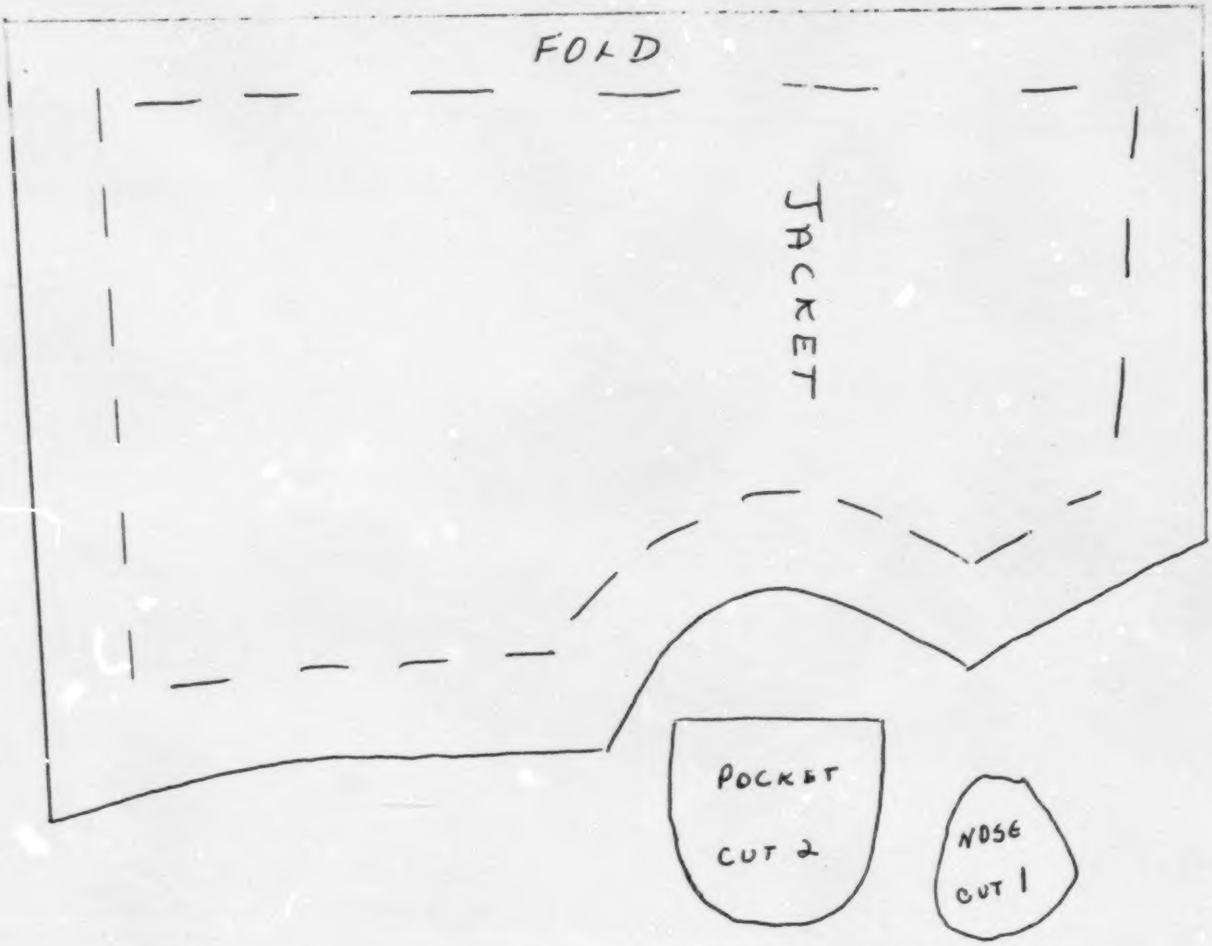

WHITE RABBIT
BODY FRONT
CUT 2
SIDE SEAM
FRONT SEAM

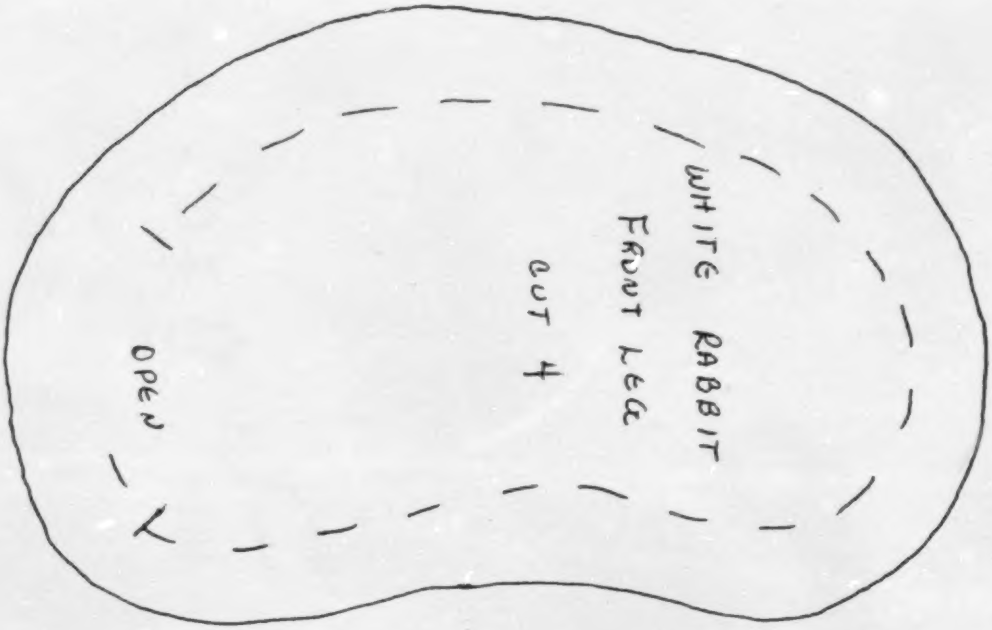

BACK SEAM
SIDE SEAM
WHITE RABBIT
BODY BACK
CUT 2

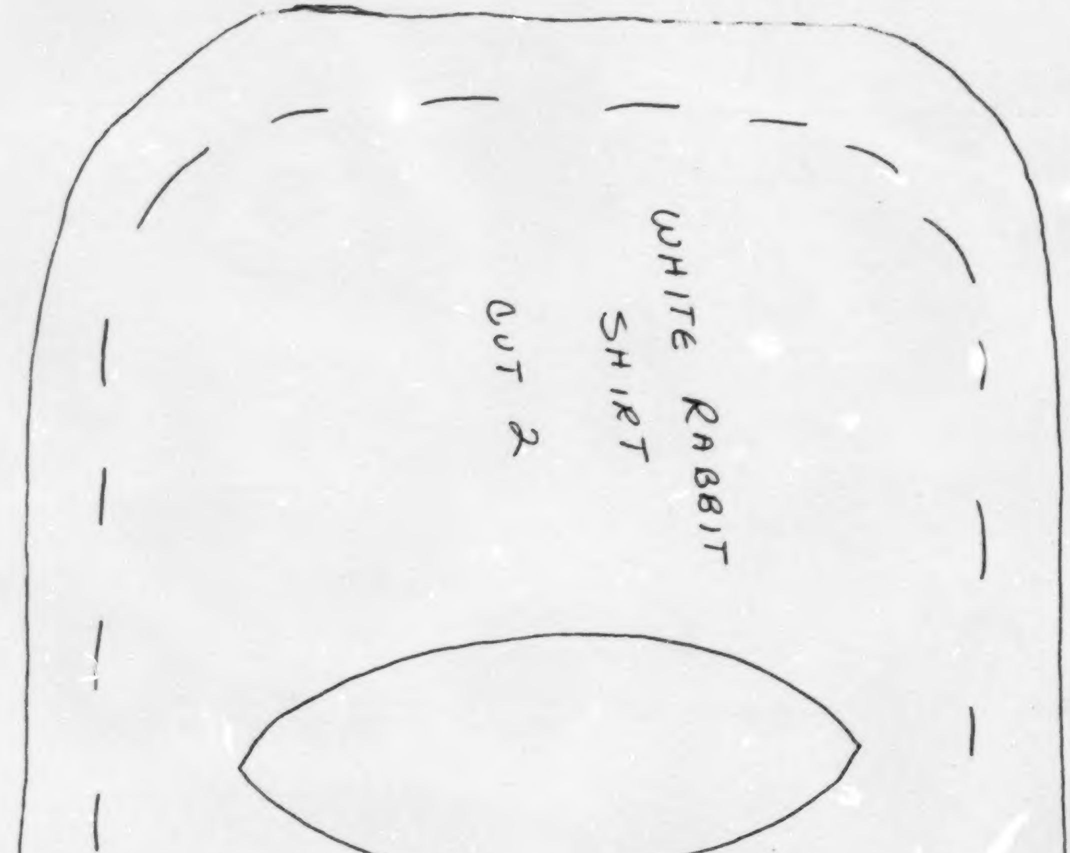

WHITE RABBIT
HIND LEG
CUT 4
OPEN
EYE
WAISTCOAT

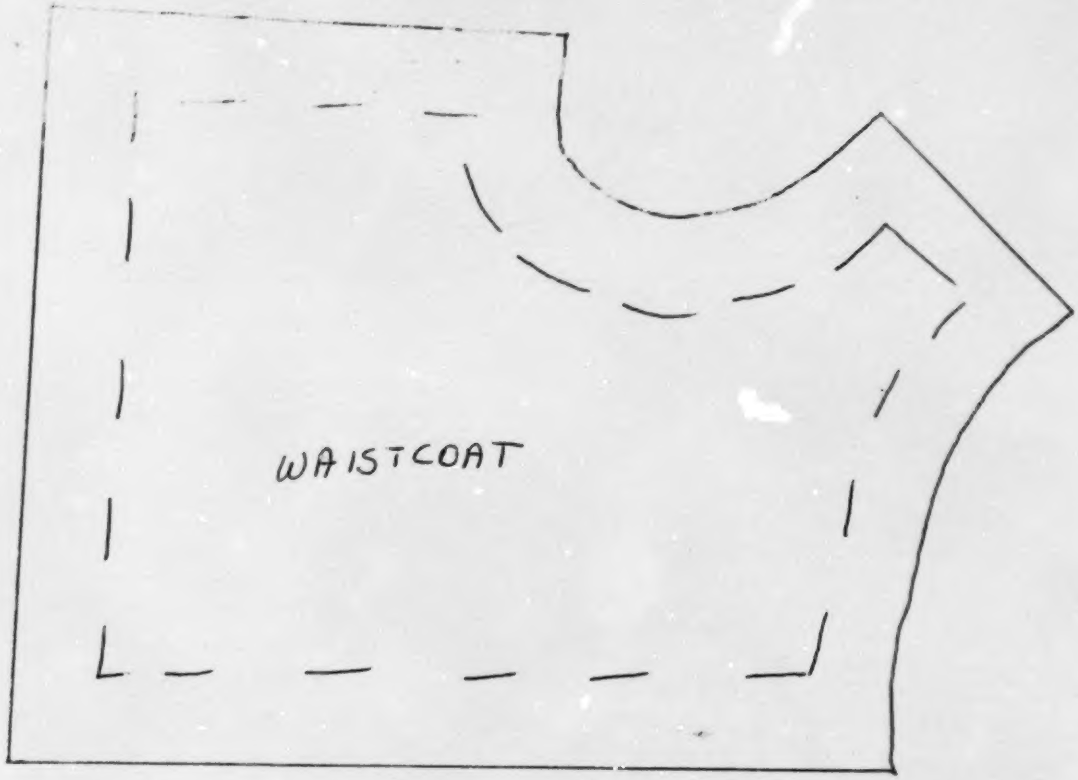

JACKET
CUT 2

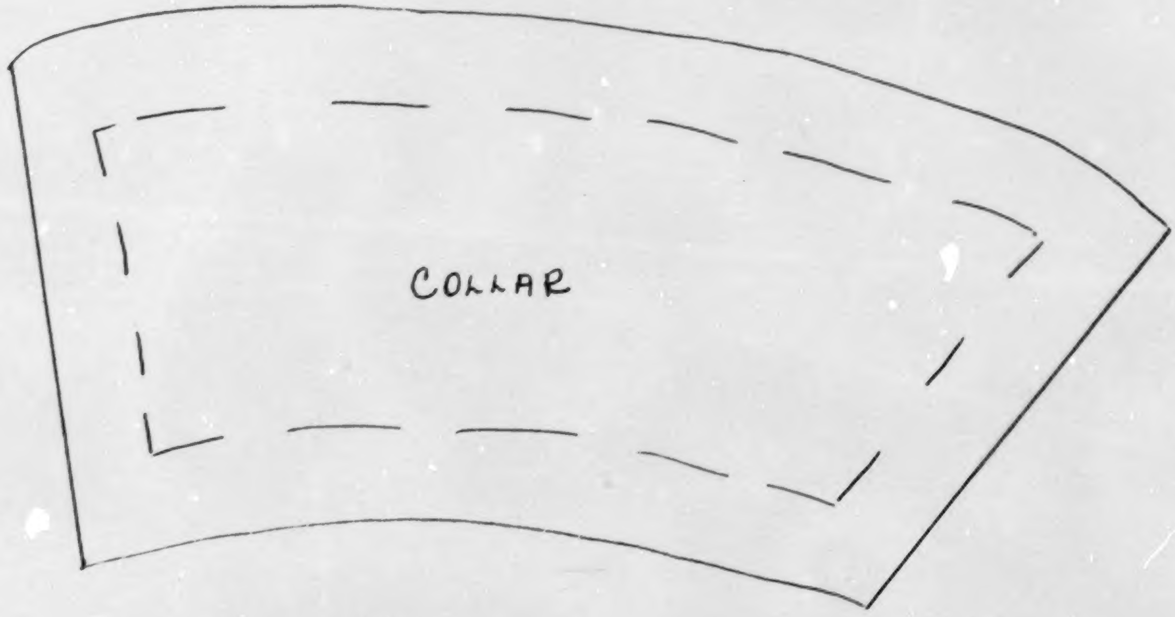

SLEEVE
CUT 2


FOLD
JACKET
POCKET
CUT 2
NOSE
CUT 1


WHITE RABBIT
FRONT LEG
CUT 4
OPEN


WHITE RABBIT
SHIRT
CUT 2
CENTER LINE


WAISTCOAT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